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College and Research Libraries

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VOLUME 19
NUMBER 4

Columbia University Libraries Self-Study
By Maurice F. Tauber

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By Paul Wasserman

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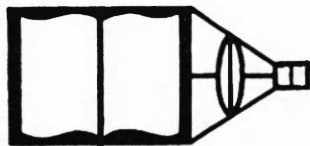
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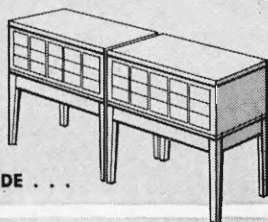
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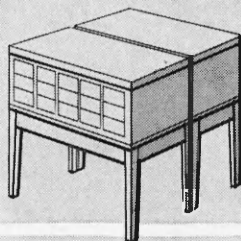
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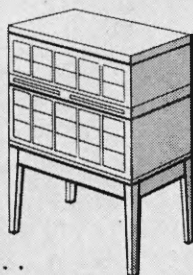
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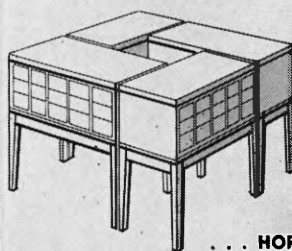
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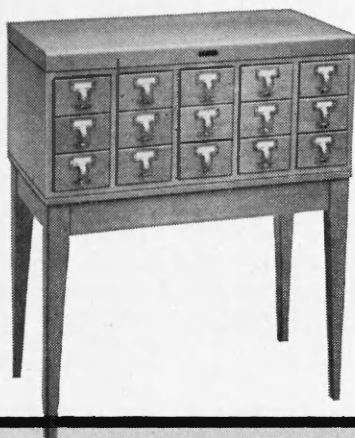
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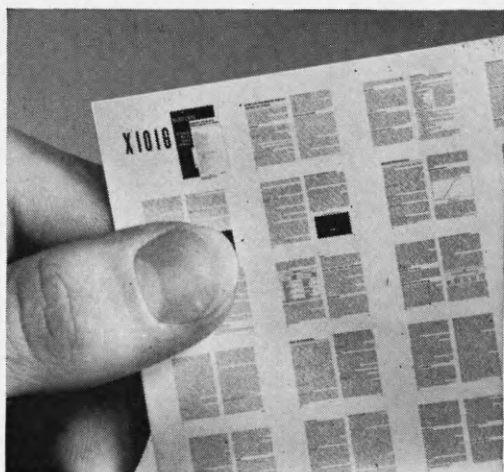
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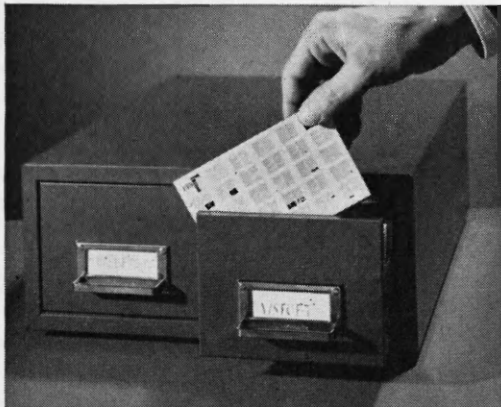
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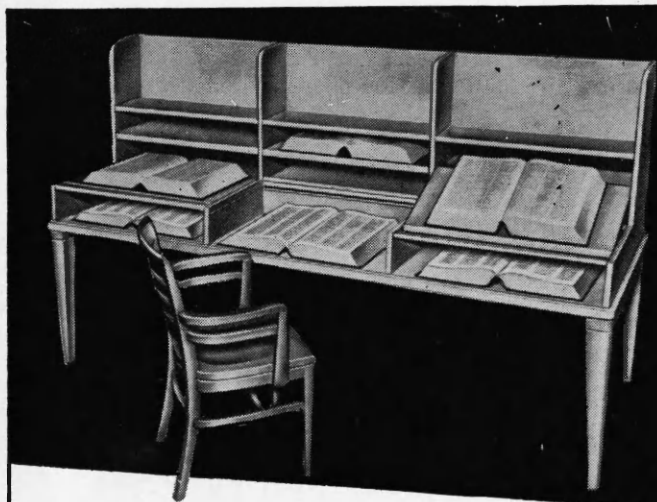
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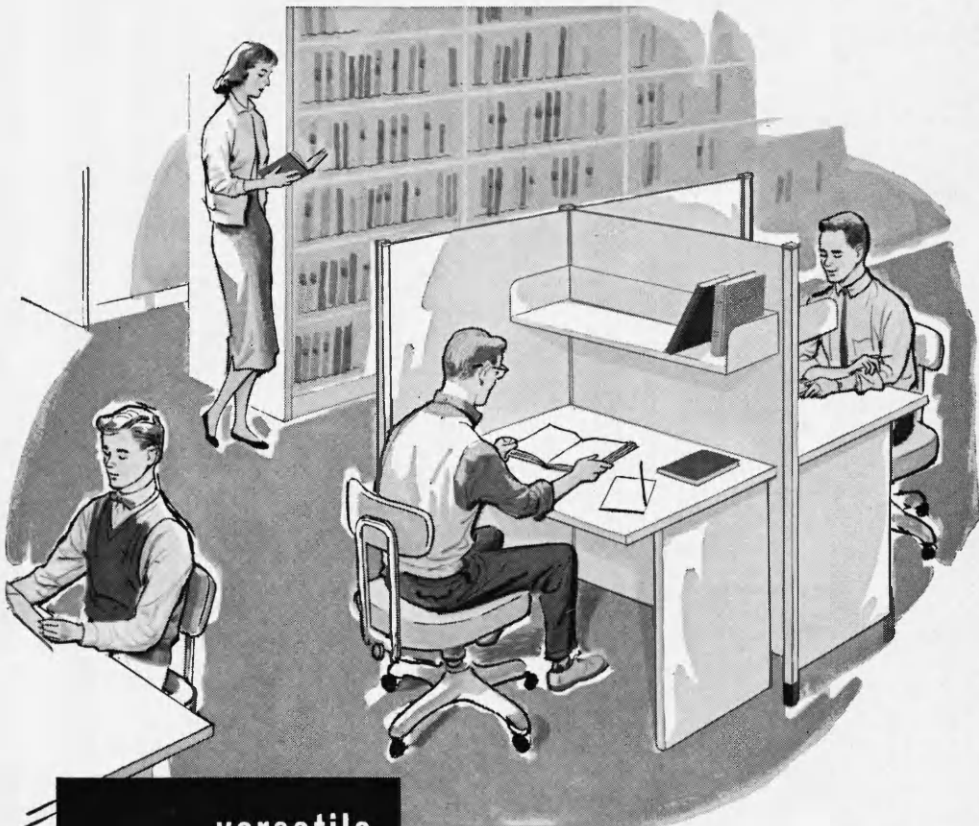
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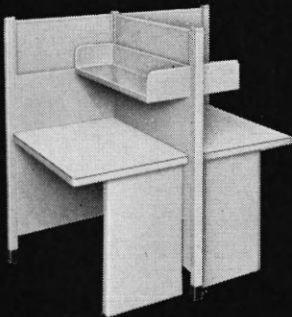
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By MAURICE F. TAUBER

The Columbia University Libraries Self-Study

THIS BRIEF report¹ on the self-study of the Columbia University Libraries will be concerned primarily with the purposes, general methodology, and devices used in measuring adequacy. Since the report is at present being readied for publication by the Columbia University Press,² it does not seem appropriate at this time to discuss in detail conditions and conclusions, although reference to some findings will be made at various points.

PURPOSES

The study developed from the proposal of the Director of Libraries, in May, 1956, that the President's Committee on the Educational Future of the University include in its self-study of current and prospective institutional problems those relating to the University Libraries. At a meeting in May, the Director of the President's Committee had indicated that it had been thought that the Libraries represented a complex problem that would require the assistance of a subcommittee. Authorization for the library study was made in June, 1956, and the subcommittee consisted of Richard H. Logsdon, Director of Libraries, C. Donald Cook, an associate of the School of Library Service, and your reporter. I was relieved of my teaching duties for the fall semester of

1956; Mr. Cook worked half-time with me, since he was teaching one of my courses. We had a full-time secretary. Although February 1, 1957, was the given deadline, many problems arose which made it necessary to extend this deadline to April 1. This was not a serious delay, since the parent committee had met delays which coincided. However, it meant that both Mr. Cook and myself found ourselves with other obligations as well as the completion of the report. We were under considerable pressure most of the time, and we ran into some difficulty with the questionnaires which we used because of the relatively short time available to us.

It was decided by the members of the subcommittee, after meeting with the President's Committee, that it would be necessary not only to include but also to go beyond the observations and records of the staff of the University Libraries in evaluating the Libraries' resources, facilities, and services. That is, one of the major purposes of the study was to involve the administration and faculties, as well as the students, in the question of library service. It was evident in the discussions with the President's Committee that the members considered the Libraries an integral part of the instructional and research program of the University.

METHODOLOGY

The methodology of the survey or self-study followed common devices of examination used in similar studies in the past. Questionnaires, interviews, group discussions, visits, requests by tel-

¹ Paper presented at the Eastern College Librarians Conference, Columbia University, November 30, 1957.

² Planned for publication in summer, 1958.

Dr. Tauber is Melvil Dewey Professor of Library Service, Columbia University.

ephone and correspondence, analyses of documents and records for historical and statistical purposes, and special reports prepared by various personnel were employed. There was no special effort made to compare Columbia with other libraries, although reference is made to Columbia's gradual loss of rank in terms of annual library expenditures.

The battery of questionnaires used probably was as formidable as any ever employed in a university library study. Included were: (1) interview schedule for deans, directors, and other executive officers, (2) questionnaire to faculty members, (3) questionnaire to library departmental heads, (4) questionnaire to library staff members, (5) questionnaire to graduate and professional school students, (6) questionnaire to undergraduate students, (7) a letter-questionnaire to a group of New York City librarians on matters relating to cooperation.

The director of the survey interviewed deans, directors, and other executive officers or their representatives concerning their plans for the development of curricula and research programs for the future. In preparation for the interviews with executive officers, a checklist of points to be considered was prepared and distributed prior to the meetings. A number of the executive officers filled these forms out for the subcommittee, but in most cases they served primarily as a basis for discussions relating to the department, school, institute, or other unit of the University in relation to the Libraries in terms of present or future problems. In a few cases, executive officers had chairmen of the library committees or library representatives for the particular units present at the meeting. The checklists were particularly useful in stimulating the discussions. Essentially, the schedule includes observations on problems of enrollment affecting library service (changes in character of student body, proportion of resident to commuting students, number of part-time

students, including evening students, and foreign students), changes in faculty affecting library service (size, type of activity—instructional, research, clinical, etc.—utilization of fellows, teaching assistants, research assistants), changes in curriculum and research programs (course structure, kinds of problems likely to be studied, doctoral and post-doctoral research, governmental contracts, other contractual relationships), relation of unit to library program (committee and individual faculty member action), need for special (departmental) library resources, quarters and equipment, courses in the use of the libraries, attitudes toward cooperative enterprises, collecting policy of the future, suggestions concerning library program, and observations on any special problems involving library resources or services.

In so far as possible, the chairman of the subcommittee visited the executive officers and faculty members in their own quarters. This was done deliberately. It provided the chairman with an opportunity to see how the personal libraries of deans, directors, and faculty members were developing. In the large university, such as is represented by Columbia, there is some inclination on the part of faculty members and administrative officers to build up large personal collections. This may have some direct effect upon their attitudes toward the libraries. In some cases, they seldom visit them, even their departmental libraries. In other instances, they have little idea of the many problems facing the library personnel. They cannot always understand their students' problems, particularly when there is a shortage of copies or materials. They lend students materials, rather than approach the libraries. It would be difficult to estimate the number of volumes in the offices of non-library personnel at Columbia, but there are any number which run into several thousands of volumes. In numerous instances, faculty members have

even larger collections of materials at home.

A total of 143 individuals representing the administration or the faculty was interviewed. While the chairman was interviewing, the associate proceeded to develop the questionnaires to be used in obtaining information from the other groups. Drafts of these questionnaires, as well as the interview schedule for administrative officers, were reviewed by the President's Committee, the supervising librarians, and the Director and Assistant Director of Libraries. After changes were made, the questionnaires were tested with individuals in the groups for which they were intended. They were distributed during November and December, 1956.

On the whole, the questionnaires served well in providing the information desired. However, because of the pressure of time, the percentage of returns which could be tabulated was not always as high as had been hoped for. Of the 2,250 questionnaires sent to faculty members, including part-time faculty and clinical professors, 709 were returned when the tabulations were closed; of these, 644 could be used. Of the 1,500 forms sent to undergraduate students, 395 were used; of the 2,000 sent to graduate and professional school students, 355 could be used; of the 274 sent to the 1956 Ph.D. graduates, 91 were used; all departmental librarians returned their questionnaires; of the 256 forms sent to all full-time library staff members, 109 were used. The questionnaire to 23 librarians in metropolitan New York concerning matters of inter-library cooperation was returned by 22 individuals.

It may appear from these figures that the returns were inadequate for our purposes. We do not believe so, at least for most of the questions which we were trying to answer. In respect to resources, a basic problem, it will be necessary to pursue this further, since individual re-

actions to collecting policies are sought. Mr. Cook will study this problem in more detail as a doctoral investigation in the School of Library Service.

I should mention that since the survey was closed in respect to questionnaires, we have received a large number of faculty replies. These will be used by Mr. Cook in his analysis of the relation of the faculty to the building of library collections.

One general question of methodology which might be raised in connection with this survey is concerned with the estimate of objectivity. Were not the individuals associated with the study so close to the Libraries that it would not be possible for the members to be objective in recommendations? The self-study, of course, may have certain limitations in this respect. It should be remembered, however, that the general study by the President's Committee was basically self-study, even though outside consultants were used and visits were made to other universities. In the use of standards and general principles of university library administration, it may be said that the subcommittee, as well as the supervising librarians who worked closely with the study during its entire period, were constantly critical and bent over backwards in trying to attain objectivity. Undoubtedly, there are some observations which might have occurred to outsiders and which might have escaped the attention of persons associated with the particular institution. It might be said in this connection, however, that the President's Committee was rigorous in its concern about questionnaires and the general structure of the survey. In so far as self-surveys are likely to be introspective, I suspect that the Columbia Libraries survey may have suffered somewhat. From my knowledge of surveys of other libraries, however, I would guess that the suffering would be minimal.

DEVICES FOR MEASURING ADEQUACY

One of the great difficulties in evaluating a library is to measure needs and services. What does an institution need in terms of service? What kinds of services should the libraries provide? How does one measure book collections, budgets, catalogs, and classification systems or reference service and other activities of the library? Why are buildings, or library quarters, inadequate?

In the development of the self-study, a total of 165 questions were evolved which were concerned with the various parts of the library service—administrative organization, resources, cataloging and classification, quarters, equipment, preservation of materials and photoduplication, personnel, readers' services, interlibrary cooperation, and financial support. These questions were reviewed as to their efficacy in providing a basis for drawing conclusions on the ten questions which formed the basis of the study. Many of these questions are answered in the survey. Others require more minute studies which should be made during the next decade, unless there are developments in librarianship which will change the patterns which we follow today. It may be worth reviewing these areas in terms of instruments of measurement.

Administrative Organization. How does one measure administrative organization? The existence of organizational charts to show relationships is but a simple start. The history of Columbia University Libraries in respect to its administrative organization has been one of considerable change since 1943. The pattern has been altered three times in major administrative posts. The present structure of supervising librarians, developed on the basis of subject or physical units (e.g., the law librarian, or the librarian of the physical sciences), has proved successful for the present. The general, centralized system of the Li-

braries, with the exception of the affiliated institutions, likewise has been regarded by the university and library administrations as effective and worth retaining. Through meetings held regularly, memoranda, and direct contact, the supervising librarians work closely with the director and assistant director in carrying on the work of the Libraries. In response to specific questions on the general pattern of the library administration, there were no serious suggestions that any unit of the Libraries be given completely independent authority. Such special needs as separate acquisition or cataloging units, which exist in the law and medical Libraries, have been met when necessary. This is also true for local cataloging units for music and East Asiatic libraries, for indexing in the Avery architectural library, and for similar operations.

In regard to communications within the libraries and from the libraries to the administration, and vice versa, it was observed that although there were efforts to communicate freely, important lapses have occurred in both respects. The creation of a Library Committee of the University Council in 1951 led to improved communications. This has been furthered by the inclusion of the Director of Libraries on the President's Committee on Educational Policy.

Resources. How does one measure the resources of a Library? In surveys of libraries which have been made in American university libraries, there has been a common pattern of evaluating holdings through such measurements as (1) checking the resources against bibliographies in separate subject fields, (2) seeking faculty opinions on the strengths and limitations of collections, (3) examining users' difficulties in obtaining materials needed for course work and research, and (4) measuring the collections against the holdings of other research libraries in the country. The volume by Robert B. Downs, *The Resources of Li-*

braries of New York City, issued in 1937, contains considerable information about the holdings of the Columbia Libraries, among the other libraries in the city. Although out of date, it provides a preliminary guide to the collecting directions of the Columbia Libraries, which have been acquiring materials on a world basis to meet the needs of instruction and research.

In the Columbia survey, we did not check bibliographies specifically for information. This does not mean that departmental librarians have not used bibliographies as guides in the development of collections. This practice has been an automatic procedure of the Libraries, and the items in the desiderata file in the acquisitions department represent either the lack of funds or the inability to obtain items at reasonable prices.

It was learned from interviews and from other sources of information—departmental librarians and faculty members themselves (in questionnaires)—that there was room for improvement on the part of the faculty in the development of resources. The assumption held that faculty members were largely responsible for the development of the collections was sorely tested in the Columbia survey. Despite this failure in many respects, it must be said that the faculty members who do participate in selection jealously guard this right, and indeed there was a strong feeling that publicity should be given to the amount of book funds allotted to different departments.

Faculty opinions regarding the resources were obtained on a wide scale through a separate section of a faculty questionnaire. Many of the individual faculty members did remarkable jobs in analyzing their collections from the point of view of level of collecting: (1) basic information collection, collect materials on a limited basis in fields not covered in curriculum (agriculture), (2) a working collection, which is adequate to determine current knowledge in a sub-

ject in broad outline and support undergraduate courses, (3) a general research collection, which contains materials adequate to the needs of graduate students of the subject, (4) a comprehensive collection, which goes beyond the general research collection in depth and types of materials, language, and period of time covered, (5) exhaustive collection, which attempts to gather all materials on the subject.

The report provides a detailed section, worked out by William L. Williamson and Erle Kemp, of the Libraries staff, of the reports of the faculty members on their respective fields.

The departmental librarians were asked to evaluate the collections in much the same way as the faculties. There was an extremely high correlation between the evaluations of the departmental librarians and those of the faculty members. It might be assumed that this was to be expected and that the librarians oriented the faculty members in the deficiencies and strengths in the collections. This is perhaps true to some extent. The point might well be made, however, that the faculty members at Columbia are highly individualistic and are independent in their views. In most of the reports from several members of a teaching department there was a common reaction to the status of the collections. There is no hiding of the fact that certain collections at Columbia are weak and that present funds are not permitting the proper development of them.

One of the ways in which the subcommittee attempted to evaluate the collections was through the questioning of all—except two—of the Ph.D. graduates of 1956. Columbia offers the Ph.D. degree in forty-nine different fields, and arrangements may be made to take the degree in other fields. In addition, doctoral degrees are awarded to professional students in seven additional fields (science of law, medical science, public health, education, engineering science,

social welfare, and library science). It was found that Columbia was able to provide source materials for 90 per cent of the students (ninety-one answered during the period provided, although several other forms came in later) who responded. What was evident in the responses was the wide range of libraries in New York City and elsewhere—including foreign countries—used by the doctoral students in the development of their dissertations.

Other Areas.—Various approaches were made to problems dealing with cataloging and classification, quarters, equipment, preservation of materials, photoduplication, personnel, readers' services, interlibrary cooperation, and finance. These are spelled out in some detail in the published volume and cannot be discussed in this brief report. It should also be noted that the several questionnaires used in the study are included in the volume.

H.R. 10381

At the college level we must provide library service to meet the needs not only of an enormously increased enrollment but also of the revolutionary new demands for study and research in science, languages, and other rapidly widening fields. The great research libraries must be strengthened in their holdings, their bibliographical services, and their ability to make instantly available to American scientists the results of foreign, as well as domestic, research. It is in these libraries that much research begins. . . .

The library is the intellectual laboratory of every school system—of the sciences, the social sciences, the humanities, the fine arts. It is in many ways the nerve center, the communications center of the vital intellectual functions of a school, college, or university. Because of the increasingly complex nature of our educational structure, and in the face of the increasing demands of growing student bodies, libraries need more support than ever before. Any scholarship program, any research program, any increase in enrollment, any widening of collegiate functions causes comparable increases in the demands on college libraries and on their use.

The amount and complexity of printed and other materials produced which must be systematically acquired, processed, and retrieved for use by the student and research worker, demand increased skills and training. It would indeed be tragic if there were support on a national level for the subject fields, especially science and technology, without accompanying effort to train sufficiently the necessary number of librarians needed to collect, organize and produce on demand these materials. To be able to meet satisfactorily the continuing national emergency, greater numbers of more highly trained librarians must be forthcoming. The field of library science is not a large one, but even percentage-wise there are pitifully few scholarships available at the present time.

As the nation and the states move to strengthen the educational foundations of our security and freedom, it is imperative that the country's need for libraries and their services at all levels of education be fully recognized and adequate provision be made for their support.—*Part of a statement by Germaine Krettek, director of ALA's Washington office, on H.R. 10381 before the House Subcommittee on Education.*

Development of Administration in Library Service: Current Status and Future Prospects

THIS ARTICLE attempts to assess the point to which management of libraries has progressed, to draw parallels with related fields, and to point out avenues which appear most promising for furthering development of management theory and practice in the library field. One distinct limitation of present-day thinking about management or administration is that there has not yet been developed a standard or universally accepted terminology covering managerial activity. To avoid confusion over semantics, the terms administration and management will be used interchangeably; what is meant here is that group of executive functions commonly associated with the management or administration of any organizational enterprise.

In 1900, libraries were small compared to their modern counterparts, librarianship was fundamentally a custodial function, and the techniques of management were relatively simple. Public library clienteles were small and highly literate, and consequent demands upon librarians were modest. College libraries were designed primarily to serve the faculty and only incidentally the students, and the duties of the librarian were frequently absorbed by any available professor. As libraries grew in size, methods were devised locally to organize and preserve the collections, and these techniques were passed on to apprentices or other library workers through individual or class instruction. Early in the century the principal attributes necessary for the library administrator were scholarly attainment and local library experience.

If there are serious questions about the

Mr. Wasserman is Librarian and Assistant Professor, Graduate School of Business and Public Administration, Cornell University.

magnitude to which management functions in large public and research libraries have grown in the last half century, Tables I and II, which detail the growth of selected public and university libraries respectively, should help to dispel them. Enormous advances have been made in the scale of financial appropriations, in the size of library book stocks, and in the number of employees needed to render these collections useful. One inevitable by-product of such a growth pattern has been the development of the host of administrative problems which are a function of large and complex organizations. A crucial question is the degree of understanding of the major issues of organizational management among library administrators and how well this understanding and the skills and insights which grow out of it have kept pace with the rapidly increasing size of library operations.

REVIEW OF THE LITERATURE

In a survey made for the ACRL College Libraries Section in December, 1949, sixty-three libraries from twenty-nine states replied to a questionnaire which listed areas considered most to require research investigation in the college library field. Administration ranked first in frequency of response and greatly outranked all other issues.¹ Yet, while there is almost universal agreement that one of the critical needs is better understanding of management, there has been a paucity of serious analyses of this question. Careful scrutiny of library literature over the last thirty years reveals few significant contributions. Brief review of some of these may aid in understanding the present level of thinking.

In 1930, Donald Coney suggested some applications of scientific management to li-

¹ Dorothy E. Cole, "Areas for Research in the College Library, CRL, XI (1950), 328.

TABLE I
STATISTICS OF PUBLIC LIBRARIES

| LIBRARY | OPERATING EXPENDITURES | | NUMBER OF BOOKS | | ALL STAFF | |
|-------------|------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| | 1900 ¹ | 1955 ² | 1900 ¹ | 1955 ² | 1921 ⁴ | 1956 ⁵ |
| Boston | \$302,457 | \$3,222,637 | 772,432 | 2,085,660 | | 740 |
| Cleveland | 72,943 | 4,270,787 | 165,868 | 2,819,142 | 529 | 896 |
| Chicago | 272,790 | 4,777,672 | 258,498 | 2,294,369 | 453 | 1,204 |
| Minneapolis | 61,295 | 1,651,351 | 114,000 | 960,040 | 168 | 354 |
| St. Louis | 78,225 | 1,453,043 | 135,000 | 1,066,339 | 230 | 340 |

TABLE II
STATISTICS OF UNIVERSITY LIBRARIES

| LIBRARY | OPERATING EXPENDITURES | | NUMBER OF BOOKS | | ALL STAFF | |
|------------|------------------------|-------------------|-------------------|-------------------|----------------------|-------------------|
| | 1900 ¹ | 1955 ³ | 1900 ¹ | 1955 ³ | 1920-21 ⁶ | 1955 ³ |
| Columbia | | \$1,288,145 | 295,000 | 2,116,641 | 62 | 312 |
| Chicago | | 718,066 | 329,778 | 1,911,111 | 93 | 121 |
| Illinois | \$ 1,495 | 1,443,114 | 42,314 | 2,888,557 | 51 | 245 |
| California | | | | | | |
| (Berkeley) | 12,940 | 2,015,520 | 79,417 | 2,063,082 | 28 | 309 |
| Harvard | 78,820 | 2,034,163 | 560,000 | 5,955,766 | 65 ⁴ | 376 |
| Yale | 34,500 | 1,061,116 | 285,000 | 4,280,473 | 43 | 233 |

¹ U. S. Education Bureau, *Report*, I (1900), 923-1165.

² U. S. Office of Education, *Circular No. 471*, "Statistics of Public Libraries in Cities With Population of 100,000 or More: Fiscal Year 1955."

³ *CRL*, XVII (1956), 58-65.

⁴ American Library Association, *Bulletin*, XVI (1922), 426-451.

⁵ Enoch Pratt Free Library, *Salary Statistics for Large Public Libraries*, 1956.

⁶ Princeton University Library, *College and University Library Statistics, 1919/20 to 1943/44*, 1947.

braries.² This early effort classified library functions in management terms and discussed proposed methods for improving objectives in large research libraries, production problems, the functionalization of work, the standardization of methods, and efficiency in the use of personnel. However, twenty-two years later, in an article on management advances, the same author concludes by saying. "There is a regrettable lack of firsthand acquaintance with management literature, and of orientation in the management field, on the part of library administrators and those who write on library management. Much of librarians' writing on this subject is more descriptive than analytical, and often, more naive than sophisticated. There is a real lack of bridging literature, that is, articles that relate the con-

cepts and practices of professional management literature to library situations. There is probably a need for some means of directing librarians to those parts of management writing that have applicability to library work."³

In what is probably the most advanced treatment yet attempted, Paul Howard delineates key elements of administrative theory and applies these principles to library situations in an effort to develop a theoretical framework for management functions as applied to libraries.⁴ Howard describes and illustrates library applications of the following functions of administration: directing, ordering, supervising, controlling, organizing, evaluating, and representing. Two of his conclusions are noteworthy: "A knowledge of the true functions

² Donald Coney, "Scientific Management and University Libraries," in G. T. Schwenning, ed., *Management Problems*, (Chapel Hill: University of North Carolina Press, 1930), pp. 168-198.

³ Donald Coney, "Management in College and University Libraries," *Library Trends*, I (1952), 91.

⁴ Paul Howard, "The Functions of Library Management," *Library Quarterly*, X (1940), 313-349.

of library management should enable the library profession to select candidates for managerial positions much more accurately than is possible at the present time" and "It should be possible to work from this [framework], or similar basis, toward the formulation of a comprehensive and definitive theory of library management."⁵ Since 1940, no major advances in the theory of library administration have been made beyond the introductory propositions advanced by Howard.

In sharp contrast with other professions, no book or monograph has yet been written which attempts to evolve and apply a theoretical framework as a tool for achieving a better understanding of library administration. A few books have appeared; several are even distinctive and definitive works, which treat the organization and problems of particular types of libraries—public, college, university, or special. The characteristics which all these volumes share is the great degree of concern with descriptive detail and not theory, the concentration upon the distinctive institutional problems and the operating features of the type of library treated, the great emphasis upon method and technique, and the unconcern with principles which may be common in the administration of any large library effort, regardless of type.

It would be unfair, of course, to exclude from all mention the important work which was done from the mid-1930's into the 1940's at the University of Chicago where a concerted effort was made to link the study of library administration to that of public administration. This work culminated in significant volumes such as Carleton Joeckel's *Government of the American Public Library* (1935) and Arnold Miles and Lowell Martin's *Public Administration and the Library* (1941), and in the academic preparation of some of the leading administrative practitioners which the library field has developed. The fundamental orientation of this movement, however, was institutional, and the theoretical bases were never fully developed. Cognizance must also be given to the specialized materials which have been developed to aid the library administrator in approaching the technical problems of

administration with sharper and more effective tools. Perhaps the most important effort of this type was Emma Baldwin and Williams Marcus's *Library Costs and Budgets; A Study of Cost Accounting in Public Libraries* (1941).

The large mass of material published in the professional journals of librarianship dealing with management issues can best be characterized as a type of latter-day folklore. There is a plethora of how-we-do-it articles which describe particular techniques employed by individual libraries, with the presumption that methods which work (or seem to work) one place are sound operating principles to guide action elsewhere. The literature is deficient in contributions which attempt to theorize and very little can be generalized when the preponderance of published offerings are accounts of noncumulative, isolated experiences. Virtually no writing has attempted to distill from a study of administrative practices in a number of institutions a set of hypotheses which might provide a framework for understanding common situations in different settings.

The promise which Carleton Joeckel held out for advancement of administration in 1938, "[Library administration] is new in the sense that the close and scientific study of library administration as a subject worthy of consideration in itself is only in its beginnings,"⁶ has not been fulfilled.

CURRENT ORIENTATIONS TO ADMINISTRATION

One relatively widespread phenomenon which suggests that library management in many institutions is being subjected to increased scrutiny, is the library survey. This device (broadly analogous to the use of management consulting firms in industry and government), attempts to focus detached professional thinking upon the administrative issues facing the library under surveillance. In a perceptive, but perhaps too-gentle critique, Ralph Shaw characterizes the historical evolution of the library survey through three phases: The first period controlled by "macromanagement" experts, broad gauged administrative generalists; the second phase given over to the "micromanagement" specialists, expert in the technical

⁵ *Ibid.*

⁶ Carleton B. Joeckel, ed., *Current Issues in Library Administration*, (Chicago: University of Chicago Press, 1939), Introduction.

library functions; and the present stage, in which a first-rate survey team is directed by a broadly oriented management generalist, aided by a crew of specialists who function as staff assistants to the survey director.⁷ Even if we accept Shaw's judgment, while incidence of the use of the library survey appears to be increasing, there is no indication that this device is adding appreciably to the total understanding of library administration. That is not to say that individual surveys may not be extremely valuable to the institutions under investigation. Such studies frequently do provide the means for obtaining keen diagnosis of problems and equally penetrating proposals for the solution of problems. Unfortunately, however, each survey situation is an isolated entity, detached and disassociated from other comparable operations. A large number of library surveys have been published, a corps of survey experts has been developed, but out of this phenomenon has come no new understanding or insights, no distillation of administrative principles, no accretions to the knowledge of the controllable or uncontrollable variables of the administrative process in the library organization. There has not been one significant comparative analysis of administrative issues growing out of these efforts.

Another characteristic of present day thinking about library administration is the prevalence of sharply different points of view and attitudes toward what are the most effective means for advancing understanding and practice of management in libraries. One position is enunciated most clearly by the documentalist school. This group, identified largely with Dean Jesse H. Shera and the Western Reserve School of Library Science Center for Documentation and Communication Research, energetically attempts to apply to librarianship the skills and techniques of the basic and applied sciences. For this group, the most crucial issues facing library administration are the technical problems, and primary concern is centered upon the development of effective devices for the retrieval of information.

At another pole is the faction whose position is most clearly articulated by Lawrence

Clark Powell who suggests that "To administer libraries calls for gifts of the mind and the spirit" and, almost as an afterthought, "as well as theoretical knowledge of management and a knack for gimmicks and gadgets."⁸ In describing a proposed program in library education, his primary concern is with a "rededication to the simple facts of library life."⁹ This, in essence, is the position of the humanist who sees the library administrator as scholar and bookman, with management only a minor function which he performs as an aside, and, presumably, intuitively.

TRAINING FOR LIBRARY ADMINISTRATION

The most penetrating discussion of educational preparation for administration in libraries was contributed by Martin in 1945.¹⁰ He characterizes courses in administration offered in library schools as susceptible of three different levels of presentation. The first type treats material under the general rubric of administration which is not covered elsewhere in the curriculum—book charging systems, order routines, statistical records, preparation and care of materials, etc. The second kind considers the "elements of management"—those topics or problems with which a library administrator deals on a day-to-day basis. This type of presentation is exemplified by a concern with such issues as buildings and equipment. Martin then advocates that such courses be advanced to a third level and centered around what he terms the "administrative process." While he, unfortunately, presents little amplification of the details and content of such a course, the implications are that the material considered would be of a theoretical as well as applied nature. Martin's first level is not administration at all. His second level covers actual operational functions and their control, rather than administration. It is only his proposed third level which would seriously concern itself with a different order of performance—the functions of the executive in management—as contrasted with the functions of library operations.

Interestingly enough, while Martin's analy-

⁸ Lawrence Clark Powell, "The Gift to Be Simple," *Library Journal*, LXXXII (1957), 314.

⁹ *Ibid.*, p. 314.

¹⁰ Lowell Martin, "Shall Library Schools Teach administration?" *CRL*, VI (1945), 335-340, 345.

⁷ Ralph R. Shaw, "Scientific Management in the Library," *Wilson Library Bulletin*, XXI (1947), 349.

sis was published a dozen years ago, since which time professional education has swung almost exclusively from the undergraduate to the graduate level and in the process undergone a decided reorientation of values and emphases, a review of present-day courses reveals only a few instances of major modifications in the content of the formal courses in administration toward an administrative process orientation.

The remarks which follow are based upon written communications with every ALA accredited library school and an analysis of the syllabi, outlines, and reading lists used by these programs in their courses in administration. Out of a total of thirty-six inquiries, replies were received from twenty-five schools. Of this number, only eighteen had made available their materials in time to be considered in this study. Several schools were not willing to provide details of their courses; others indicated that the administration courses were being revised and that new materials were not yet available. However, every school of major national reputation did comply in full or in part, and is, therefore, represented in the conclusions drawn. Admittedly, it is difficult to assess the level of instruction exactly and fairly, based solely upon examination of outlines and reading lists without the complementary insights gained from personal interviews with the instructors. Systematic analysis of the materials at hand leads to the following conclusions.

Only three of the eighteen schools responding approach the teaching of administration from the standpoint of an "administrative process." In each of these three instances, there are clear indications that a conscious attempt is being made to study library administration as a substantive area and to distinguish administration from a preoccupation with the techniques and methods of the production and service functions of libraries.

Seven schools are apparently treating administration in exactly the same way which Martin characterized as the first level of instruction and continue to offer courses covering materials and subjects which are not considered elsewhere in the curriculum. The other eight schools provide courses which appear to fit the description of Martin's second category, in which administration is

equated with concern for physical plant, legal foundation, financial control, etc.

Certain other attributes of courses in library administration are worth noting here. In nearly every program there are specialized courses in the administration of distinctive types of libraries. Either these faculties believe the process of administration varies in different types of libraries, or these are not courses in administration, but treatments of the problems or functions of public, college, university, or special libraries.

Reading lists in administration courses draw most heavily from the library literature. While there is occasional reference to, or assignment in, the broader management literature of business administration, public administration, or administrative behavior, this is uncommon. If the thesis advanced earlier that library literature is poor in substantive contributions toward understanding of administration is correct, the student suffers from an inappropriate intellectual diet.

One almost universal characteristic of the course or courses in administration (based upon a review of the catalogs of the schools) is their elective feature. A survey of the work of practicing librarians would doubtless reveal that many exercise control over, and responsibility for, the work of others. The degree of responsibility would vary widely, between one extreme of supervision of one or two clerical assistants to that of the highest management post in a large organization. An understanding of administration would appear to be equally relevant as part of the professional equipment of every librarian, including specialists in research, reference, and cataloging, who, while not directly concerned with administrative performance, need to understand the theory and framework of administration if only to appreciate their roles in the total organization in which they function, and their own relationship to it.

The central theme of this paper is not education for librarianship. But in its concern with key issues of present-day library administration, some general judgments must be made about the caliber, extent, and effectiveness of academic preparation. Library administration, as it is practiced, and even more particularly, as it is taught, is not a model of intellectual refinement. It

does not have a clearly defined, well-organized body of subject knowledge. Its subject knowledge has no simple, or even complex, theoretical basis or structure. Its literature is a motley of descriptive treatment of operating methods used in individual, varied settings. The content of most of the courses appears to describe practices and to make general recommendations for what are presumed to be successful techniques. Where it might, and perhaps should, improve itself by borrowing heavily from many diverse disciplines such as business, law, economics, political science, and education, it does not, or does not very often.

Underlying the issue of education for administration is the question of who is best equipped to teach the courses. Powell makes the point in discussing this issue that "Librarianship today is suffering from . . . [being] taught by teachers who have never been successful librarians, or even librarians at all."¹¹ According to this standard, only those who have administered are qualified to teach administration. A perfunctory review of the backgrounds of those who actually offer the courses, in *Who's Who in Library Service*, suggests that the overwhelming majority are drawn from the ranks of the practitioners, present and past. There is a serious question of how useful this has been. While this group may, in fact, have administered or be administering libraries with notable success, they have up to this point contributed little to furthering the development and understanding of the subject of library administration. One alternative would be to turn the instructional reins over to a research-oriented group. The rationale is best expressed in the following passage taken from another field.¹² "The practitioner, both by equipment and by temperament, is geared to action, and the scientist to explanation. The practitioner's action is not random, or irrational however. It is based on a kind of wisdom and experience which can best be described as clinical acumen. Clinical acumen is not something mystical. It is compounded of partly conscious, partly unconscious, knowledge

and facts which form the basis for a rational judgment. One procedure for developing a more scientific base for welfare practice, I believe, will be the identification and explication of the elements that enter into clinical acumen." Further and more specifically, "the formulation of practitioner knowledge into testable proposition calls for a kind of competence and interest not possessed by most practitioners. It calls for the kind of analytical, generalizing ability and interests possessed by scientists whose major concern is with analysis and generalization."

If this point of view were to be generalized and applied to librarianship, it would not suggest necessarily that every administrator by virtue of this exposure was incapable of conceptualizing his experience, or that a research-oriented person necessarily could. It would suggest, however, that there is a propensity for this to be the case. If then the practitioner is considered to be less well equipped to distill from experience the actual principles which guide him because of a fundamental action-focus, and if the social scientist is basically concerned with introducing order and relationships to what appear otherwise to be unconnected phenomena, and if research may aid in providing meaningful generalization, the case for the non-administrator or scholar-teacher, is strengthened.

PUBLIC ADMINISTRATION

Assuming administration to be common to all large-scale organizations and assuming that the problems, issues and approaches which develop in one type of institutional environment may have relevance for other settings, a comparative review may prove of interest. Library administration parallels public administration in a number of ways, and, in a very real sense, library administration is only an extension of public administration. There have been, traditionally, two major avenues by which to study public administration. The first is the so-called "organization" or "program" approach, in which administration is viewed from the point of view of a specific type of functioning unit—police, prison, fire, municipal government, etc. This approach, which considers the usual group of administrative problems—planning, personnel, budget, etc.—is concerned with administration as a process,

¹¹ Powell, *op. cit.*, 313.

¹² David G. French, "The Utilization of the Social Sciences in Solving Welfare Problems," in *Social Work Practice in the Field of Tuberculosis* (Symposium Proceedings July 27-August 1, 1953), University of Pittsburgh, School of Social Work, 1954, p. 29.

but primarily it focuses upon the specific tasks and functions of particular agencies or types of agencies. This approach is supported by the theory that administration cannot be studied meaningfully apart from the specific program to be administered, that an administrator administers something, and that this something is highly important to the manner of administration. Translated into library terms, this same point of view is presumably reflected in the widespread prevalence in library schools of distinct courses in public, college, university and special library administration.

The second major approach rests on the concept of administration as management. According to this notion, there are certain managerial processes which run through the whole of administration, whatever the program. Among these are planning, programming, organizing, directing, coordinating, reporting, and appraising, and each of these processes is sufficiently alike from program to program to justify special study of the process itself.

Those who speak authoritatively for public administration today, generally accept the concept of management as a process running through all organizations, while recognizing, of course, that management does not take place in a vacuum. While the curricula of individual universities offering programs in public administration offer concentrations in specialized program areas such as police administration and city management, "it is clear that the universities have accepted the concept of public administration as a process in setting up their educational programs for the public service, for the emphasis is on management rather than program."¹³

In spite of disclaimers within the profession to the contrary, and certainly to a degree which is nowhere near being paralleled in the field of library administration, public administration is the focus of considerable research attention. As a matter of fact, research has progressed to the point where public administration is now widely conceived of as an "interaction" discipline, drawing many of its key contributions from

other behavioral sciences. The great value of such a cross-disciplinary approach is that while researchers in other fields may focus upon the same problems, their perspectives and conceptual tools are considerably different. This tendency has given rise to some new and stimulating approaches to administrative problems, and to a wider exploration of new methods, techniques, and research frameworks. Some of the insights currently being used in studying public administration as an applied area are being drawn from a number of what would formerly have been considered novel sources, including the following fields:

Politics—Research attention is being directed more and more to the question of political behavior as a tool for understanding administrative issues. What was once a public administration taboo (on the theory that administration and politics were dichotomous issues), is now generally viewed as a crucial element of the administrative process. While the amount of reciprocal contribution from politics to public administration, and vice versa, has been very limited, indications are that this may not continue to be the case.

History—In cognizance of the generally accepted difficulty of applying the scientific methods of controlled experiment to a dynamic social field, increasing research attention is being brought to bear on the record of the past. Perhaps the greatest lesson to be learned here is the means of coping with the type of administrative issue which is recurrent.

Cultural Anthropology—Particular attention is being directed to understanding cultures and issues of underdeveloped areas, and the lessons learned from these cross-cultural studies are providing useful insights for assessing administrative problems of more complex societies. This discipline has proved crucial in advancing the study of comparative administration, a topic which relates to perhaps the single fastest growing program area in the public administration field.

Sociology—Many of the issues which form the basis of inquiry into human organizations such as status, class, and power, are proving equally useful in furthering understanding of administration. The literature of bureaucracy has enriched the study of

¹³ R. C. Martin, "Education for Public Administration" in *Education for the Professions*, U. S. Department of Health, Education and Welfare, Office of Education, 1955, p. 194.

public administration immeasurably and provided many meaningful insights.

Social Psychology—Closely tied to sociology and social anthropology, this discipline has provided administration with the valuable concept of the informal group, studies of leadership, role playing, and the entire area of tests and measurement.

Economics—There has been considerable exchange between economics and public administration and even a tendency to converge. The managerial economics theory of the firm has its parallel in the public corporation, and the firm as a system of power and the public agency as an equilibrating economic force, tend to cross and to provide each other with corresponding insights.

Business Administration—Scientific management has grown up out of the field of business administration and been adapted to the public sphere. The insights into human behavior gained from the Elton Mayo Hawthorne experiments on social conditions in the plant, and the Harvard Business School case study method, have each been translated into public administration terms.

Obviously, administration in the public field faces many internal, technical problems. However, the insights being gained through other social sciences are causing a review and re-evaluation of many old questions. Many writers have spoken of the revolution in the social sciences, that is, the mushrooming of widespread study in all the areas of social interest. New fields are being born such as cybernetics, econometrics, and sociometry. Cross disciplinary advances are being made to formulate new methods of attacking administrative problems—leadership studies, small group theory, communication theory, game, and role theory. If public administration, which has a genetic and even organizational relation only to political science, is reviewing its own position in these new terms, what then should be the implications for library service, which is the genetic offspring of all the social disciplines? And if the following criticisms can be legitimately levelled at the general program of research activity in the field of public administration, what could not be said of library administration?¹⁴

¹⁴ F. C. Mosher, "Research in Public Administration: Some Notes and Suggestions" in *Public Administration Review*, XVI (1956), 178.

(1) There has not been enough research performed; the stimulus for research effort has been insufficient; and research output is falling behind the needs.

(2) There has been insufficient planning, direction, and channeling of research efforts; areas of crucial concern have been neglected.

(3) There has been insufficient communication within the field with the result that few know what others are doing; and the outlets for research products are inadequate.

(4) There is inadequate communication between this field and related fields of the social sciences in either direction; there is inadequate collaboration, cooperation, and interaction among them.

EDUCATIONAL ADMINISTRATION

The field of contemporary education is characterized by a vital concern with the questions of administrative leadership. Undoubtedly, the single most conspicuous achievement has been the evolution of the Cooperative Program in Educational Administration. Developing from a concern with the underlying issues of educational leadership, three major associations in the education field, in conjunction with the W. K. Kellogg Foundation, planned to study the question and sponsored five regional conferences during 1949-50. Out of these sessions was born the Cooperative Program in Educational Administration, financed by grants from the Kellogg Foundation totalling several million dollars, and designating at first five, and later three, more educational institutions, where the program was to be carried out. The grants were specifically earmarked for "action-research" programs in the field of educational leadership. Each individual study center evolved a series of objectives which were used to direct the specific lines which the inquiry was to take at that university.

A development of interest is the general revision of the program reported in 1955 at one of the regional centers, the Midwest Administration Center, at the University of Chicago.¹⁵ The major lines along which research was to be directed here were: (1) the formulation of a general theory of administration to guide both practice and research, (2) the classification of administrative functions, roles, and effects through experimen-

¹⁵ "New Program in Administration," *Elementary School Journal*, LV (1955), 311-314.

tation and research, (3) rigorous application of present knowledge and of accumulating theory and research to the selection and preparation of persons for administrative roles, (4) continuous re-education of those engaged in administration through more effective use of a combination of conferences, discussion groups, publications, audio-visual presentation and consultative service, and (5) improvement of the situation through which education is provided. A key element in this program involves the preparation of a field staff comprised of younger educational administrators with interest in theory and research who are to be trained on an interdisciplinary basis over a period of one to three years as part of their orientation to the program. Some of the resources which Chicago planned to use in this program included the departments and professional schools of anthropology, political science, sociology, industrial relations, business, law and social service.

Perhaps the most perceptive summary of advances in thinking about administration in the field of education is provided by John Walton who suggests that "the mounting interest in the theoretical aspects of educational administration indicates a dissatisfaction with the traditional study of the subject and a desire to formulate a rubric of administrative doctrine, if not a scientific theory."¹⁶ Even more interesting are Walton's observations about the three possible channels along which the theory of educational administration may develop, observations which may, incidentally, be equally relevant for library administration.

The first avenue would arise from the assumption that the administrative function cannot be abstracted from the other functions of the educational enterprise and that the educational administrator is principally a scholar rather than administrator. The second possible type of theory to emerge would be to abstract administration from the other functions of an institution so that it might become a science. This would require the identification and classification of the elements of administration and the formulation and testing of precise causal relations. Such a theory would provide for specialists

in administration, rather than education, who might presumably be interchangeable from one institution to another—school, hospital, library, etc. The third theory is only a reflection of what the author suggests most often unwittingly happens. Because education is a complex, unwieldy, heterogeneous, social institution, the primary requisite of an administrator is the facility to see relationships. Such an administrator would need to know how to run an organization but also would have much to say about its purposes. Specialists provide the administrator with facts and technical data, but decision-making about all aspects of education—purposes as well as procedures—would be left to the administrator. This presupposes the availability of an administrator who is endowed with the capacity to attack not only administrative issues but substantive educational questions as well. Obviously, the third alternative would provide the most satisfactory solution; unfortunately, there are no hints about where to find or how to develop such a class of administrators.

Not only is there active concern with administration at the lower levels of education, but college and university administration is the focus of considerable attention as well. Evidence of this concern is expressed by one university president who writes, "The duties are so complex that it is surprising that this vocational field has not been accepted generally as a discrete art or science requiring special educational training. Higher education has instructional programs preparing people for everything but its own operation" and, "It is high time that administration in higher education was recognized for what it is, a vitally necessary function, one of the most difficult of all areas of administrative activity, and an undertaking to be consciously prepared for."¹⁷

One noteworthy development in recognition of this need has been the program evolved at the Harvard Business School. Aided by a Carnegie Foundation grant and sponsored by the Association of American Colleges, in 1955 the Institute for College and University Administrators was begun. This has been an attempt to adapt the same techniques used in the short training

¹⁶ John Walton, "The Theoretical Study of Educational Administration," *Harvard Educational Review*, XXV (1955), 169.

¹⁷ J. A. Perkins, "Public Administration and the College Administrator," *Harvard Educational Review*, XXV (1955), 216.

programs for business executives which the Harvard Business School provides, to the training of college officials. The value of the program has been characterized by the Carnegie Corporation as follows: "the Corporation undertook what appeared at the time to be a rather speculative venture, but one that proved to be eminently successful."¹⁸

CURRENT DEVELOPMENTS

The degree of concentration of thinking and activity in the two fields reviewed suggests clearly that in comparison, the theoretical and practical study of administration in the library field is lagging considerably. However, the picture is not completely black. Several recent developments are particularly noteworthy.

The most dramatic event has been the establishment by the Ford Foundation of the Council on Library Resources. Well financed and ably directed, this agency is charged with the responsibility for stimulating developments which will improve the methods and mechanisms for the effective operation and management of large research libraries. A reasonable assumption would be that as a result of this program inroads may be made into areas which relate to the central issues of library administration.

Another important development has been the award by the Carnegie Corporation to the School of Library Service of Western Reserve University where Dean Shera is directing a study to "undertake a thorough examination of education for librarians, and, on the basis of this research, develop a model curriculum at Western Reserve." Presumably, in this study attention may, in some measure, be directed to the issue of educational preparation for library administration.

The recent organizational revision of the American Library Association giving rise to the new Library Administration Division is another hopeful factor. The central focus of this group will almost certainly be those theoretical and practical issues facing all of library administration, regardless of type. Undoubtedly, this body will aid in creating a better climate of understanding, and

may also prove to be influential in stimulating study, research, and writing on management issues.

Finally, there is the proposal advanced by Keyes Metcalf in his final Harvard report, for providing special training for administration.¹⁹ Metcalf indicates that one of the pressing problems of American librarianship is the shortage of leaders qualified for the major administrative posts in the large research libraries of the country, and suggests a limited program of fellowships for students who hold advanced degrees in subject fields and the basic professional degree in librarianship who have demonstrated aptitude in administrative library positions. His projected program of instruction calls for a carefully directed plan of internship in the Harvard University Library, formal training in substantive areas making use of the following professional schools at Harvard—Graduate School of Business, Graduate School of Education, and Graduate School of Public Administration—and advanced study in one of the departments of the Graduate School of Arts and Sciences. The outline calls for two and one-half years of academic study (one-half year of which would be in bibliography and library administration) and another academic year of internship in conjunction with the usual language examinations and dissertation leading to the Ph.D. In a somewhat modified form the program would lead to an M.A. Such a course would provide the student with advanced scholarly work while at the same time exposing him to the problems faced by the practicing administrator. While this plan is particularly earmarked for research library administrators, it conceivably could have implications for administration of other types of libraries. The program for library administrators under Metcalf at the Graduate School of Library Service at Rutgers University represents a step in the training of potential leaders. It is different, of course, from the proposal of Metcalf for Harvard.

¹⁸ Carnegie Corporation of New York, *Annual Report for the Fiscal Year Ended September 30, 1955* (New York, 1956), p. 32.

¹⁹ K. D. Metcalf, *Report on the Harvard University Library: A Study of Present and Prospective Problems* (Cambridge: Harvard University Library, 1955), pp. 120-123.

SUGGESTED AVENUES FOR
ADVANCING LIBRARY ADMINISTRATION

The material presented up to this point has been based upon empirical observation flavored by the author's personal reactions to the facts. So much for the diagnosis. What of the prognosis? As is probably true of most of the deep-seated problems facing all the professions, the real answers are not yet known and may only be learned after considerable research effort of a fundamental order. The crucial issue, really, is where, how, and by whom this research in administration in librarianship is to be done. As has been indicated, seldom is the practitioner equipped to distill theory and principles from practice. Library administration must profit from the same insights and techniques which are being brought to bear upon other fields of administrative activity. In effect, this means that the barriers must be lowered and the host of social and behavioral sciences invited, even urged, to bring their conceptual tools to bear upon the problems of library administration.

An excellent precedent has been set. In the Public Library Inquiry a team of trained social scientists (including librarians), pooled their skills, insights, and ideas and studied the major issues facing the public library. The sum total was an essential and perceptive assessment of American public library service at mid-century. A number of philanthropic foundations have over the years evidenced a sympathetic interest in the problems of librarianship. It should not be unduly optimistic to anticipate a well-conceived research design in library administration using the talents of a range of behavioral and technical administrative disciplines. While it is abundantly clear that the answers to all the questions may not be expected to spring from one large-scale undertaking, it is equally clear that a forceful first-wave assault could be made by this means.

If, as has been suggested, programs in other fields have been fertilized by advances in the social sciences while library administration has remained insulated and isolated, perhaps an expedient for training in administration would result from exposing library students to such courses in other professional schools. This device would capitalize on the close geographical and intellectual

proximity to other professional schools which library schools enjoy. Perhaps an even more effective device would be to cross over into other disciplines and to bring their instructional personnel into the library school where they might offer the course or courses in administration. One important advantage would be to provide such instructors with a direct and conscious focus upon the library as the central institution of administrative concern. As a matter of fact, in such diverse fields as business, public administration, education, social service, law and medicine, personnel trained in such behavioral disciplines as sociology, anthropology, and psychology are being added to professional school faculties in increasing numbers. The use of these specialists introduces new orientations in teaching and provides a new stimulus to the study of administrative and organizational problems in these fields. It also makes possible the blending of behavioral concepts and techniques in planning for, and research in, these applied fields. Might the library field not profit by this type of exposure?

If there continues to be little or no basic research conducted in library schools, professional training programs will continue to be primarily technical or vocational. Exactly this criticism has often been lodged at the schools of business administration. The case could undoubtedly be made with equal vigor against library education. Unless there is more fundamental study and the subsequent understanding of basic issues which grows out of research study, there will continue to be little more to feed into the library curriculum than the limited contributions contained in the periodical literature.

If administration of libraries is to profit from developments in parallel fields, a need exists for comparative studies drawing contracts and comparisons between library administration and administration of other institutions. A model of this type is Paul Allen's recent study of educational and business administration.²⁰ Allen's observations point up corollary ideas for library administration: (1) There is a basic, universal process of administration applicable in the fields

²⁰ P. M. Allen, *The Administrative Process; A Comparative Study of Educational and Business Administration*, Ph.D. Dissertation, University of Nebraska, 1956. 147pp. (Available in microfilm from University Microfilm, Ann Arbor, Michigan, 56-3750.)

of educational and business administration regardless of the type of enterprise to be administered, (2) the principles or integrants of the process of administration may be defined and delimited, (3) these integrants are consistent and tenable regardless of the area of administration, and (4) the obvious dissimilarities in educational and business administration are a result of structural or situational expediency and not a difference in the process of administration per se. Allen suggests further that training in both business and education places primary emphasis on technical subject matter and little or none on administration, and points to the need for further comparative studies where administration is of concern.

A host of comparative questions suggest themselves—how do the skills and characteristics of library administrators compare and differ from those of their counterparts in business, public, and educational administration; what criteria are used in selection of administrators; what are the avenues leading to administrative posts; what standards are there by which performance is measured in the different fields; what is the degree of mobility of the executive group; how does the formal and informal decision-making apparatus compare; what is the power structure of the library and how does it differ from, or compare with, other institutional types? These are but a sprinkling of unstudied and researchable comparative issues.

It is time to put to empirical test some of the classic doctrines, or perhaps, myths, and to hold up for examination such statements as "the professional equipment required by the college librarian is different from that required by the public librarian, the high school librarian, even the university librarian,"²¹ and "the motivations which bring people into shoe stores, markets, and libraries are not the same, and [that] the satisfactions of the mind and spirit, which are derived from books, make libraries akin to schools and churches."²²

To stimulate and direct research is a clear and proper function and responsibility of the professional school, for research and teaching should be inseparable if effective

practice and instruction are to result. This does not imply that only research and research-founded instruction is important. Technical courses are, of course, needed, but it is in some of the technical areas that research may aid understanding most. Without the transfer of ideas and theories from research to instruction, for most students library education will continue to be a far less stimulating exposure than it might or could be. What is needed is not more schools (in 1953 there were forty-five schools awarding graduate degrees with an average student body of sixty)²³ but schools peopled with faculties and advanced graduate students with the insights, skills, and motivation to improve the educational product.

Research in library administration is equally necessary at the applied level. This need was recognized and discussed as far back as 1939 by Joeckel.²⁴ The use of applied research as an active management tool in libraries, as it is in industry and government service, is still far too restricted. Several large libraries have experimented here. The Brooklyn Public Library, for example, has carried on a management improvement program for some time.²⁵ Where applied research has been used by large-scale organizations, the experience has proved many times over that economics are produced which more than offset the personnel costs.

Libraries are nothing more than organizations of people enlisted in a common objective. The larger the library, the more complex the organization and the consequent management problems. What is crucially needed is increased knowledge and understanding of how to accomplish objectives through people. There may well be important differences between books and groceries. But if administration in libraries hopes to rival the administration of supermarkets, there must be more than a better knowledge of books. There must be a more widespread understanding of the issues underlying the ways in which complex organizations, including libraries, function effectively.

²¹ W. M. Randall and Francis L. D. Goodrich, *Principles of College Library Administration*. (Chicago: University of Chicago Press, 1936). Introduction.

²² Powell, *op. cit.*, 314.

²³ U. S. Office of Education, *Education for the Professions* (1955), pp. 128-129.

²⁴ Joeckel, *op. cit.*, Introduction.

²⁵ F. R. St. John, "Management Improvement in Libraries," *CRL*, XIV (1953), 174-177.

Selected Reference Books of 1957-1958

INTRODUCTION

LIKE the preceding articles in this semi-annual series¹ this survey is based on notes written by members of the staff of the Columbia University Libraries. Notes written by assistants are signed with initials.²

As the purpose of the list is to present a selection of recent scholarly and foreign works of interest to reference workers in university libraries, it does not pretend to be either well-balanced or comprehensive. Code numbers (such as A11, 1A26, 2S22) have been used to refer to titles in the *Guide*³ and its Supplements.

MANUALS

Sabor, Josefa Emilia. *Manual de fuentes de información; obras de referencia: enciclopedias, diccionarios, bibliografías, biografías, etc.* Buenos Aires, Editorial Kapelsuz, 1957. 335p.

This is a new manual and guide in Spanish to certain special types of reference materials. After a general introduction on the theory of reference work and the bibliographies pertaining thereto, there follow chapters on encyclopedias, dictionaries, national bibliographies, bibliographies of periodicals and government documents, biographical dictionaries, and statistical annuals.

For the most part each section deals with the works of Spain, Latin America, France, Italy, Great Britain, Germany, Portugal, and

the United States, though there is some variation. An appendix lists reference works dealing especially with some, but not all, Latin American countries.

The selection is of basic works, the annotations are descriptive and critical, and the whole seems to have been well planned and carefully done.

Staveley, Ronald, ed. *Guide to Unpublished Research Materials; Lectures Delivered at a Vacation Course of the University of London School of Librarianship and Archives in April 1956*. London, Library Association, 1957. 141p. 21s.

Contributed by a dozen specialists, the papers in this volume treat a number of the problems inherent in locating unpublished and other research material not easily accessible. Science, technology, and the social sciences are the categories considered. Although the orientation is primarily British, attention is paid also to American and international materials. In addition to analyses of existing sources, with some suggestions for more efficient use of them, there are a number of practical proposals for the improvement of bibliographic control in the area. As a handbook, however, the work is weakened by inconsistency of organization and the lack of either a good subject index or a topical table of contents.—J.N.W.

BIBLIOGRAPHY

Historia y bibliografía de las primeras imprentas rioplatenses, 1700-1850; misiones del Paraguay, Argentina, Uruguay, por Guillermo Furlong [et al.] Buenos Aires, Editorial Guaranía, 1953-55. v. 1-2. Contents: Tomo I, las reducciones del Paraguay 1700-1727, Cordoba 1765-1767, Buenos Aires 1780-1784; Tomo II, Buenos Aires 1785-1807.

¹ CRL, January and July issues starting January, 1952.

² Reference: Elizabeth Bryce, Eleanor Buist, Elizabeth Rumics, Eugene Sheehy, John Neal Waddell, Suzanne F. Wemple.

³ Constance M. Winchell, *Guide to Reference Books* (7th ed.; Chicago: ALA, 1951); *Supplement* (Chicago: ALA, 1954); *Second Supplement* (Chicago: ALA, 1956).

Miss Winchell is Reference Librarian, Columbia University Libraries.

The aim of this work is to furnish a complete record of printing in Argentina, Paraguay and Uruguay from 1700 to 1850. A history of early printing in the area precedes the bibliographical section. The arrangement of the bibliography is chronological by place of publication or, in the case of the publications of missionary presses, chronological by country. Information about each item is detailed, including transcript of title page or colophon, collation, location, contents, description of type, etc. Biographical notes on author and printer and references to other bibliographical sources are often given. Each volume has an index of names, titles and subjects.—S.F.W.

Leningrad. Publichnaia biblioteka. *Obschchie bibliografi russkikh knig grazhdanskoi pechati, 1708-1955; an-notirovannyi ukazatel'*. Izd. 2, pererab. i dopol. Pod red. i so vstup. statei P. N. Berkova. Leningrad, 1958. 283p. (Bibliografiia russkoi bibliografii) 13r.

The important annotated guide to general bibliographies of books in Russian (*Guide* A479) appears here in a revised second edition which extends the coverage from 1939 to 1955, but does not entirely supersede the first edition. This is the work often referred to by the name of its first editor, Sokurova. Most descriptions have been expanded. Forty-five pages are given to the national bibliography, *Knizhnaia letopis'*, and the literature about it, recording variations in its coverage and classification system and listing all supplements and indexes from its beginning in 1907; a subsection lists the equivalent current bibliographies of the union and autonomous republics of the present day. The introductory essay discusses problems in the theory and history of bibliography.—E.Bu.

La librairie française; catalogue général des ouvrages parus du 1. jan. 1946 au 1. jan. 1956. Tables décennales. Paris, Au Cercle de la Librairie [1957] 3 v. 30,000 fr.

Contents v.1-2, Auteurs et Anonymes; v.3, Titres.

Not a new title—a similar compilation for the years 1933-45 appeared in 1947—this is

nonetheless welcome for its obvious utility to the searcher for a single item and its service to the bibliographer interested in the works of an individual author. Compiled from the annual volumes, *Livres de l'année*, it is accordingly a cumulation and a rearrangement of the titles originally appearing in the "Annonces" section of the *Bibliographie de la France*, with a substantial number of additional items which were never presented in the "Annonces." Although strongest in its listing of monographs, there is good coverage as well of new periodicals, publications of corporate bodies, and, to a lesser degree, documents. Full bibliographic listing is given entries in the author listing only; in the title section information is abbreviated.—J.N.W.

Subject Guide to Books in Print; an Index to the Publishers' Trade List Annual, 1957- . New York, Bowker, 1957- . \$17.50.

A companion volume to *Books in Print* (*Guide* A157), this is an alphabetical subject index to *Publishers' Trade List Annual* (*Guide* A156). Subject headings and cross references conform to those set up by the Library of Congress. Works to which the Library of Congress does not assign subject headings, i.e. fiction, poetry, drama, and Bibles, are not indexed. Annual revisions are planned.—S.F.W.

PERIODICALS

Applied Science and Technology Index (formerly *Industrial Arts Index* . . .) N. Y., Wilson, 1958- . v.48- .

Business Periodicals Index . . . N. Y., Wilson, 1958- . v.1- .

In the course of the studies made by the Joint Committees on the Wilson Indexes, a survey was made of the *Industrial Arts Index*, and in accordance with the recommendations of the Committees and the votes of the subscribers, the form and coverage of the index have been changed. Beginning in 1958, two indexes are being published, the *Applied Science and Technology Index* (formerly *Industrial Arts Index*) which carries on the volume numbering of the old set, and the *Business Periodicals Index* which starts with volume one, number one,

January, 1958. They are both cumulative subject indexes, without author entries.

The *Applied Science and Technology Index* now indexes some 197 periodicals in the fields of aeronautics, automation, chemistry, construction, electricity and electrical communication, engineering, geology and metallurgy, industrial and mechanical arts, machinery, physics, transportation and related subjects.

The *Business Periodicals Index* indexes some 120 periodicals in the fields of accounting, advertising, banking and finance, general business, insurance, labor and management, marketing and purchasing, office management, public administration, taxation, specific businesses, industries, and trades.

Deutsche Forschungsgemeinschaft (founded 1949) *Verzeichnis ausgewählter wissenschaftlicher Zeitschriften des Auslandes*, VAZ. Wiesbaden, F. Steiner, 1957. 749p. (Its Veröffentlichungen)

Register. Wiesbaden. F. Steiner, 1957. 333p. (Its Veröffentlichungen)

"VAZ" represents a new and interesting departure among periodical lists. A special commission of librarians, in cooperation with subject specialists, has reviewed periodicals in all fields of learning with the purpose of selecting those which are essential to research. Of these, the ones which are considered fundamental for a given field, or which cover more than one field, are designated "A." The "B" group consists of those periodicals which serve more specialized research purposes. The division is intended to reflect a difference of content rather than of quality among the periodicals. The compilers consider that, for Germany, two copies of titles in the "B" list should suffice. They also point out that the list as a whole is a first attempt at a critical selection of the most important of the world's periodical literature. The classified arrangement is that of the plan for acquisitions in special fields (Sondersammelgebietsplan) of the Deutsche Forschungsgemeinschaft. Supplements are planned. The work would be improved by a table of contents summarizing the classification and by a chart for symbols whose meaning must be pried from the introduction.

But the alphabetical index of titles makes the material accessible, and the two parts have a general usefulness in verification problems.—E.Bu.

Leningrad. Publichnaia biblioteka. *Obshchie bibliografi russkikh periodicheskikh izdani, 1703-1954, i materialy po statistike russkoi periodicheskoi pechati; annotirovannyi ukazatel'*. Pod red. i co vstup. stat'ei P. N. Berkova. Leningrad, 1956. 139p. (Bibliografiia russkoi bibliografi) 6r.

General bibliographies of Russian periodicals, together with statistical materials on the periodical press, are the subject of this first edition. As the second volume in the series "Bibliography of Russian Bibliography," begun under the editorship of M. V. Sokurova, it provides for the first time an annotated record of the current and retrospective lists and indexes. It is particularly valuable for the twentieth century. A chart similar to that provided with the bibliography of book bibliographies makes it possible to check the publications available for a given span of years. Symbols indicate the type of arrangement to be found in each title, and its types of supplementary indexes.—E.Bu.

Paris. Bibliothèque Nationale. Département des périodiques. *Repertoire de la presse et des publications périodiques françaises, 1957*, par H. F. Raux. Paris, Documentation française, 1958. 1115p. 3650fr.

A comprehensive record of some 15,000 "living" periodicals published in France during the period January, 1956 to June, 1957, arranged by large class with a general alphabetical index to titles and with various other indexes, e.g., to publishers, to names cited, to scientific and learned societies, to typical words appearing in the titles.

Information given includes full title, subtitle, frequency, the name of the director, or in some cases of the editor, the date of the first issue with original title if it differs, indicating the number when the title was changed, the address, name of the printer, format, price, whether it carries advertising, etc.

This should be a very useful record of French periodicals. Periodicals started after July, 1957 may be found through the *Bibliographie de la France* which publishes periodical supplements at intervals during the year.

Sheehy, Eugene P. and Lohf, Kenneth A. *Index to Little Magazines, 1953-1954-1955*. Denver, Alan Swallow, [1957]. 243p. \$5.50.

Published as a sixth volume of the *Index to Little Magazines (Supplement 1E16)* this is a three-year cumulation indexing a selected list of forty-seven "little magazines" which are primarily literary in scope. Arrangement is by author with some indexing by general subject, e.g., literature, with country subdivisions, regional essays, religion, etc.

Inasmuch as a number of well-known authors contribute to these magazines, the index should be of considerable value to those interested in contemporary literature. It is to be hoped that it will be possible to produce the work on a continuing basis.

PHILOSOPHY

Enciclopedia filosofica. (Centro di Studi Filosofici di Gallarate). Venezia, Roma, Istituto per la Collaborazione Culturale; Firenze, G. S. Sansoni, 1957. 4v. approx. \$26.50 per vol.

This latest example of the excellent reference works in philosophy published under the sponsorship of the Centro constitutes a new subject encyclopedia of first importance for the research library. Arrangement is in dictionary form, and entries are specific and numerous, rather than general and monographic, although major articles are of considerable length, e.g., "Aristotele," fourteen pages; "Estetica," eleven pages; "Esistenzialismo," five pages. The confines of philosophy have been broadly interpreted so that there is treatment of relevant concepts in literature, science, law, etc., as well as more extensive development of the academic aspects of philosophy as such. Personal name entries are abundant and include living as well as historical figures. Articles are signed, and bibliographies seem carefully chosen and up to date, although somewhat heavily weighted with Italian titles. There

are three main indexes at the end of volume four: one classified by theoretical concept, one according to historical development, and the third, an analytical index of terms and personal names referred to in the text but not used as entries.—J.N.W.

RELIGION

Encyclopaedie van het Katholicisme. Onder redactie van E. Hendriks, J. C. Doensen [en] W. Bocke. Bussum, P. Brand, 1955-56. 3v. 75fl.

Church history, biography, ecclesiastical life, forms of ritual and social and cultural aspects of Roman Catholicism are among the subjects treated in this three-volume encyclopedia. It is designed for a wider circle of readers than the twenty-five volume *De Katholieke encyclopaedie* published in a second edition 1949-55. Longer articles are signed and the names of contributors, most of them members of religious orders, are listed at the beginning of the first volume according to areas of special competence, such as hagiography. Some articles have brief bibliographical references. In place of illustrations of adjacent text, the excellent black and white plates are photographs of distinguished works of art associated with Catholic history.—E.Bu.

König, Franz, ed. *Religionswissenschaftliches Wörterbuch; die Grundbegriffe*. Freiburg, Herder, 1956. 954p. DM 32.

Compiled by an international group of scholars, this excellent desk-size dictionary includes articles on all religions, religious beliefs, and philosophical doctrines, and on persons connected with these subjects. The articles are signed and have brief but adequate bibliographies. There is a detailed index referring to the various headings under which a given subject may be treated.—S.F.W.

FOLKLORE

Delarue, Paul. *Le conte populaire français; catalogue raisonne des versions de France et des pays de langue française d'outre-mer: Canada, Louisiane, îlots français des États-Unis, Antilles françaises, Haïti, Ile Maurice, La Réunion*. Paris, Érasme, 1957- . v.1- .

This will be an indispensable tool for the study of French folk literature and should serve as a valuable complement to the Stith Thompson *Motif-Index*. To be complete in three volumes, the first two are to be devoted to *contes merveilleux*, with other types of tales treated in the final volume. Arrangement of the tales is by number according to the scheme for classification of folktales as originated by Antti Aarne, revised and expanded by Stith Thompson. A resume or characteristic version of each type of tale is given, followed by an analysis of the theme and its elements; a list of versions (with an indication of elements represented); and brief remarks on the earliest known versions, etc.

Volume I includes an introductory chapter on the *conte populaire* and its literary importance, plus an extensive bibliography. The third volume will contain an alphabetical table of themes and their elements. Although M. Delarue died before publication of the present volume, the work will be continued under the editorship of Mme. Marie-Louise Tenèze.—E.S.

SOCIAL SCIENCES

Godchot, J. E. *Les constitutions du Proche et du Moyen-Orient: Afghanistan, Arabie Séoudite, Égypte, Érythrée, Éthiopie, Grèce, Irak, Iran, Israël, Jordanie, Liban, Libye, Soudan, Syrie, Turquie, Yémen*. Paris, Sirey, 1957. 442p. 2.100fr.

Noting the scarcity of translations, commentaries on, and recent studies of, constitutions and governmental organization of the Near and Middle Eastern states, M. Godchot offers this compilation of French translations of their constitutions. A complement to Amos Peaslee's *Constitutions of Nations* and Helen Clarkson Davis' *Constitutions, Electoral Laws, Treaties*. . . , the work also offers bibliographies of writings on these countries, and in many cases, lists of periodicals and official publications.—E.S.

Herbst, Robert. *Dictionary of Commercial, Financial, and Legal Terms Pertaining to Trade and Industry; Including Terms Used in Importing, Manufacturing, Distributing, and*

Marketing, as Well as Those Used in Banking, Stock Exchange Dealings, Credit, Foreign Exchange, Taxation and Customs, Traffic Including Land, Sea, and Air Transport, Insurance and Mail Services, Economics, Social Science, and Politics, and Covering, in Particular, the Special Terminology as Used in All Fields of Private and Public Law Including the Legislative, Executive and Judicial Branches of Government. Lucerne, Thali Publishers, 1955- . 1 v.1- . \$22.50 per vol.

Contents: v.1. English-German-French.

Designed for "facile and quick location of a keyword in the greatest possible number of 'ready-made' combinations" and for the "most effective exclusion of errors of translation, particularly where a choice must be made between two or more meanings of the identical keyword." The keyword is reproduced with its alternate meanings and in various combinations, followed by the German and French equivalents. Companion volumes are announced for Deutsch-Französisch-Englisch and Français-Anglais-Allemand.—E.S.

Jacobstein, Joseph Myron and Pimsleur, Meira G. *Law Books in Print*. South Hackensack, N. J., Glanville Publishers, Inc., 1957. 384p. \$25.

Two experienced law librarians present here a list of obviously considerable value to the specialist in legal bibliography and of potential usefulness to others in general bibliographic searching. United States, British and Canadian materials are included, listed in a single alphabet by author, compiler, editor, subject, title and series. Complete coverage has been attempted for texts and treatises in law, with selective treatment of works in related fields. Periodicals and such materials as statutes, reports, digests, government documents, etc., are omitted entirely. Standard bibliographic information is given (under main entry) for each item, including date, pagination and price. A directory of publishers is appended, as well as one of series titles. Closing date for entries is June, 1957, and it is expected that supplements will be issued regularly to keep the work up to date.—J.N.W.

Opera edita in miscellaneis. Bruxelles, Office International de Librairie, 1956. 619p. (Collectio bibliographica operum ad ius romanum pertinentium, series I, volume 6.)

This is an index to essays and articles on Roman law published from 1800 to the present in miscellaneous collections of essays, namely, (1) in *Festschriften*, (2) in collections issued by learned institutions, and (3) in the collected essays of an author. Only works written in modern Western languages and in Latin are included. The arrangement is alphabetical by authors with a detailed subject index. Since the interpretation of "works pertaining to Roman law" is very broad, many articles being chiefly of historical character, this volume will serve both historians and classical scholars, as well as jurists, as a valuable reference aid.—S.F.W.

Russkaia periodicheskaia pechat' (1895-oktiabr' 1917); spravochnik. (Avtory-sostaviteli M. S. Cherpakhov, E. M. Fingert, Moskva, Gos. Izd-vo polit. lit-ry, 1957. 351p. 6r.25k.

Prepared for "teachers of social science subjects, journalists, and students in journalism and Party schools," this is a selected, annotated list of approximately one thousand magazines and newspapers considered to be significant for Russia's political history in the two decades prior to the 1917 revolutions. Illegal periodicals and periodicals in Russian published abroad are included. Annotations give the names of editors and most active contributors, the history of the periodical and its political orientation. The book should not be mistaken, because of its broad title, for the major general bibliography of the Russian periodical press (1901-16) being prepared by the Leningrad Public Library.—E.Bu.

Staatslexikon; Recht, Wirtschaft, Gesellschaft, hrsg. von Görres-Gesellschaft. 6 völlig neu bearb. und erweiterte Aufl. Freiburg, Herder, 1957- . v.1- . \$15.60 per vol.

Contents: Band 1, Abbe bis Beyerle.

Similar in scope, treatment, and arrangement to the fifth edition (*Guide* L230),

this enlarged and totally revised edition will be complete in eight volumes. Each article has been rewritten and several new ones, especially in the areas of economics, sociology and international law, have been added. The articles are signed and have good, up-to-date bibliographies.—S.F.W.

EDUCATION

Association of American Colleges. *A Guide to Graduate Study: Programs Leading to the Ph.D. Degree.* Frederick W. Ness, editor. Washington, D.C., 1957. 335p. \$5.

A new guide "intended to assist the undergraduate in planning academically and financially, to meet the requirements for graduate study." Introductory chapters on the objectives of graduate study, preparation, selection of and admission to graduate schools, etc., are followed by descriptions of graduate schools offering programs leading to the Ph.D. degree. Arranged alphabetically by name of college or university these descriptions give a brief history of the graduate school, size, residence and admission requirements, fees and aid, and fields of study for the Ph.D.

This will be an essential guide for students, faculty advisers, and any others interested in opportunities for graduate work in this country.

DICTIONARIES

Akademiia nauk SSSR. Institut iazykoznaniiia. *Slovar' russkogo iazyka.* V chetyrekh tomakh. Moskva, Gos. izd-vo inostrannykh i natsional'nykh slovari, 1957- (In progress) v.1, 33r.

This is the first volume of a four-volume general dictionary of the Russian language, prepared by an editorial board of the Institute of Linguistics of the Academy of Sciences of the USSR. The work might be characterized as a shorter version of the Institute's *Slovar' sovremennogo russkogo literaturnogo iazyka* (*Guide* 1M67), omitting etymology. Emphasis is upon current usage, with illustrations from Russian literature of the nineteenth and twentieth centuries and from social and scientific writing. Accent and grammatical forms are indicated,

as well as the derivation of foreign words. A printing of 150,000 copies compares with 24,000 copies of the fifth volume (I to K) of the more specialized lexicon.—E.Bu.

Cleasby, Richard. *An Icelandic-English Dictionary, Initiated by Richard Cleasby; Subsequently Revised, Enlarged and Completed by Gudbrand Vigfusson*. 2d edition with a Supplement by Sir William Craigie, containing many additional words and references. Oxford, Clarendon Press, 1957. xlv, 833p. \$16.80.

The first edition of this standard dictionary of Old Icelandic was published in 1874, after many vicissitudes. Started by Richard Cleasby, who was assisted by various Icelandic scholars, it was continued and brought to completion after his death by Gudbrand Vigfusson. This new edition is a lithographic reprint of the earlier one, with the addition of a fifty-two page supplement compiled by Sir William Craigie. The lengthy introduction and biographical sketch of Cleasby are omitted to make room for the supplement, but the section on grammar is included.

It is a real advantage to have a modern printing of this dictionary covering this classical language which has been preserved in its purest form in Iceland.

ANTHROPOLOGY

Comas, Juan. *Historia y bibliografía de los Congresos Internacionales de Ciencias Antropológicas: 1865-1954*. México, Dirección General de Publicaciones, 1956. 409p. ports. (Universidad Nacional Autónoma de México. Publicaciones del Instituto de Historia, 1. ser., num. 37)

The activities and the publications of four major international organizations in anthropology and related fields are covered in this useful and detailed compilation. Several less active bodies are also treated, although more briefly. The first half of the volume is concerned with the history, charters, programs, etc., of the respective organizations, including lists of meetings, officers, committees and research projects. The second part of the work is a classified subject bibliography

of some 3,000 papers which have been published in the reports of the more important congresses. Bibliographic information is generally good. There is an author index and a large collection of portraits of famous anthropologists.—J.N.W.

THEATER

Schwanbeck, Gisela. *Bibliographie der deutschsprachigen Hochschulschriften zur Theaterwissenschaft von 1885 bis 1952*. Berlin, Selbstverlag der Gesellschaft für Theatergeschichte, 1956. 563p. (Schriften der Gesellschaft für Theatergeschichte. Band 58)

Among the subjects covered by this bibliography are: drama, opera, the art of acting, theater buildings, scenery, audiences, legal aspects of the theater, and criticism. The introduction provides an historical-bibliographical survey of German-language *Hochschulschriften* in the theater arts, a geographical section lists works about the theater in various countries, and an historical-geographical section gives a listing of works about particular periods, subdivided by countries. A subject index includes personal names where they occur in titles, and universities under whose auspices *Schriften* were completed. There is no author index.—E.Br.

MUSIC

Belknap, Sara (Yancey). *Guide to the Musical Arts; an Analytical Index of Articles and Illustrations, 1953-56*. New York, Scarecrow Press, 1957. 1 vol. (unpaged) \$20.

Lists some 15,000 articles and 6,000 illustrations in thirteen journals, eight of which are also indexed in *Music Index* or elsewhere. In general, indexing includes 1953-56, though slightly longer or shorter periods are sometimes covered. Articles are entered under both author and subject. The division of the work into two parts (I, Articles; II, Illustrations) makes for a great duplication of entries, but allows for a somewhat closer analysis of the illustrations. Annual supplements are proposed. It is unfortunate that so large a proportion of the work duplicates other indexes.—E.S.

The British Catalogue of Music [no.1]
Jan./Mar., 1957- London, Council
of the British National Bibliography,
1957- £4 per yr.

"A record of music and books about music recently published in Great Britain based upon the material deposited at the Copyright Receipt Office of the British Museum" (title-page), this new work is designed to serve as a supplement for materials in its field to the parent organ, *The British National Bibliography*. As in the latter, basic arrangement is classified, with main entry under composer or anonymous title. There is also an alphabetical index including composer, arranger, title, instrument and musical form. (The index precedes the classified section.) The classification scheme, a new one designed especially for this publication, which appears logical enough to a non-musical librarian will doubtless need testing over a period of time by specialists. It should be noted that books on music, although largely duplicating listings in the B.N.B., are conveniently listed here as well; excluded are entries for modern dance music and "certain other types of popular music." Present plans call for three quarterly issues and an annual cumulation.—J.N.W.

The British Union-Catalogue of Early Music, Printed Before the Year 1801; a Record of the Holdings of Over One Hundred Libraries Throughout the British Isles. Ed., Edith B. Schnapper. London, Butterworth Scientific Publications, 1957. 2v. £21.

A handsome and scholarly work, this compilation should serve librarians and musicologists as a major bibliographic tool for many years to come. The 1912 British Museum (Squire) *Catalogue* . . . (Guide Q241) furnished the editors with the nucleus of the entries for the present work, but the fact that 40 per cent of the present listings are in libraries other than the Museum indicates the vastly increased coverage. The catalog is primarily one of main entry, so that listings are by composer or anonymous title, with the exception of such generic headings as Catches, Chansons, Country Dances, Masses, Psalms, and others. Works of voluminous composers are subdivided in

classified arrangement, and periodicals are brought together under "Periodical Publications," with cross-references from each individual title. Books on musical theory have been excluded, nor are there entries for authors of words. There is an extensive index of the titles of songs with references to the composers under which they are listed. Format and typography are conspicuously good.—J.N.W.

LITERATURE AND LANGUAGE

Cornell University. Library. *The Cornell Wordsworth Collection; a Catalogue of Books and Manuscripts* . . . comp. by George Harris Healey. Ithaca, Cornell University Press, 1957. 458p.

A new work, not merely a revision of the 1931 list based on the same collection (Guide R472), this is a detailed and handsomely executed catalogue of a major literary collection, which should serve the reference librarian in good stead, as well as the Wordsworth scholar. More than 3,000 items are listed, with bibliographic description varying in detail according to the relative importance of the individual title. Listing is by category—Wordsworth writings in book form, in periodicals, in anthologies, works about the poet, works about his associates, miscellaneous items, and a list of nearly a thousand manuscripts. The extensive index includes not only authors, but titles, subjects of manuscript letters, and a useful analytical index under Wordsworth of illustrators, editors, etc. It should be remembered, however, that this is essentially the catalog of a collection, so that it complements but does not supplant the standard Wordsworth bibliographies.—J.N.W.

Dizionario letterario Bompiani degli autori di tutti i tempi e di tutte le letterature. Milano, Valentino Bompiani Editore, 1956-57. 3v. il. \$24 per vol.

A companion set to the same publisher's *Dizionario letterario delle opere e dei personaggi* . . . (Guide R31), the present work appears considerably less successful than its predecessor. Complete in three volumes, it contains biographical sketches of some 6,000 authors, without limitation of period or na-

tionality. Illustrations are copious and often handsome, if frequently irrelevant. For the large library it is convenient to have a substantial number of minor Italian and other foreign authors listed in one place, but for most collections this will not compensate for inadequate bibliographies (no works *about* the subject), the large amount of space devoted to composers, a number of curious omissions, particularly among living authors, incomplete cross-references, etc. Although it is an interesting set, it is considerably less well edited and much more expensive than the similar *Cassell's Encyclopaedia of Literature* (Guide 2R4).—J.N.W.

Klieneberger, H. R. *Bibliography of Oceanic Linguistics*. London, Oxford University Press, 1957. 143p. 45s. (London oriental bibliographies, v.1)

This bibliography, intended to be as comprehensive as possible, includes "dictionaries, vocabularies, grammars, and other linguistic contributions, but excludes writings in the individual languages themselves." Some ninety bibliographies were culled and items from 250 periodicals consulted. The arrangement is by regional grouping, subdivided by language, with an index to individual languages.—E.Br.

Kunc, Jaroslav. *Slovník českých spisovatelů, beletristů, 1945-1956*. Praha, Státní pedagogické nakl., 1957. 483p. (Edice Národní knihovny v Praze. Sv. 6) Kčs 46.50.

A biographical dictionary of 478 Czech literary figures whose works were published in the postwar decade. It continues the author's *Slovník soudobých českých spisovatelů; krásné písemnictví v letech 1918-45*, published in two volumes in 1945-46. The new volume has also appendixes for pseudonyms, literary prizes, and literary and cultural periodicals, but lacks portraits.—E.Bu.

Sánchez, Luis Alberto. *Repertorio bibliográfico de la literatura latino-americana*. [Santiago] Universidad de Chile, 1955-57. v.1. \$3.50 per vol. (In progress)

Compiled under the auspices of the Universidad de Chile, the work will attempt to

present a comprehensive bibliography of books and articles in the field of Latin-American literature. Not confined to publications of Latin-American countries, it will comprise five main sections: (1) literary history, criticism, and anthologies; (2) bibliographies; (3) literary forms; (4) literary themes; (5) translations.

The volume at hand is made up of two fascicles, the first listing general historical and critical works, and anthologies; the other presenting an appendix to the first, and continuing with similar lists of works by country (i.e., América Central and Argentina are here included). The fascicles are separately indexed, with reference to page rather than item number. Annotations or contents notes for most items add to the value of what promises to be an extremely useful compilation.—E.S.

Topete, José Manuel. *A Working Bibliography of Brazilian Literature*. Gainesville, University of Florida Press, 1957. 114p. \$7.50.

Represents an extension and expansion of the chapter on Brazilian literature which the author was obliged to omit from his *Working Bibliography of Latin American Literature* (Guide 1R73). Arranged by genre with a name index, the work aims to present a comprehensive picture of major Brazilian writers "both bibliographically and critically, to bring together all known critical works on the subject, and to include as many of the contemporary writers as space and economy permit." Coverage is meant to be complete through 1952 with some items through 1954 included.—E.S.

Wright, Lyle H. *American Fiction, 1851-1875; a Contribution toward a Bibliography*. San Marino, Calif., Huntington Library, 1957. 413p. \$7.50.

A companion volume to the author's earlier work, *American Fiction, 1774-1850*, (Guide R217), this compilation of 2,800 titles follows the original closely in scope, design and bibliographic form. Omitted in the new work is the "Chronological Index" of the former, doubtless less pertinent for the later period, but the other useful features are all included.—J.N.W.

BIOGRAPHY

Japan Biographical Encyclopedia and Who's Who. [Publisher and editor Togo Sheba] Tokyo, Rengo Press [1958] 2124p. \$20.

"Compilation of this book was commenced in 1939. During the closing war years the work was suspended and it was resumed in 1948." Concise biographical sketches, in English, of Japanese notables in all fields, living and dead are given, with names of religious, mythical and legendary beings, and a very few foreigners included in the alphabetical listing. Information usually gives name in Japanese characters, date and place of birth, date of death, occupation, and principal achievements or positions. Appendices list members of Japanese diets and cabinets, diplomatic representatives to and from other countries, and a chronology of Japanese history. A supplement is planned for early 1959.—E.J.R.

Temerson, Henri. *Biographies des principales personnalités françaises décédées . . . 1956- .* Paris [1957-]. \$3.

First of a proposed series of annual volumes designed to provide biographical information concerning prominent French personalities who died during the previous year. Sketches indicate fields of endeavor, activities and achievements, offices and appointments held, and honors conferred. Lists of works are also included, but only title and date are given for books; title only for paintings and similar works of art.—E.S.

HISTORY

Akademiia nauk SSSR. Fundamental'naia biblioteka obshchestvennykh nauk. *Istoriia SSSR: ukazatel' sovetskoi literatury za 1917-1952 gg.* Moskva, 1956. (In progress)

v.1 S drevneishikh vremen do vstuple-niia Rossii v period kapitalizma. 37 r.

——— Prilozhenie. Skhema klas-sifikatsii. Vspomogatel'nye ukazateli. 10r.60k.

This is a major bibliography of historical writing published in the USSR between

1917 and 1952, in the field of Russian history. Edited by a board of historians and published under the auspices of the Academy's Fundamental Library of the Social Sciences, the work is planned in three chronological sections. The first volume records historical writing about the earliest period, continuing to approximately 1861. Materials are included from archaeology, ethnography, and other disciplines related to the history of the territories now comprising the USSR. The elaborate classification scheme is outlined in the separate appendix for volume one which also contains several indexes permitting name and subject approaches to the contents. The second section will cover 1862-1917 and the third, the Soviet period.—E.Bu.

Barrett, Ellen C. *Baja California, 1535-1956; a Bibliography of Historical, Geographical, and Scientific Literature Relating to the Peninsula of Baja California and to the Adjacent Islands in the Gulf of California and the Pacific Ocean.* Los Angeles, Bennett and Marshall, 1957. 284p. \$24.

"Tries to list most of the important and basic books, articles and maps pertaining to the peninsula and its circumjacent islands." The 2,873 numbered items are entered alphabetically by author, with a detailed subject index. There are brief annotations for many entries, and location of rare items is frequently indicated. Lists of "Record sources," "Mission books," and "Books for a Baja California library" complete the volume.—E.S.

Bibliographie annuelle de l'histoire de France du cinquième siècle à 1939. Année 1955- . Paris, Éditions du Centre national de la recherche scientifique, 1956- . (Comité français des sciences historiques) 1600fr.

This new annual includes both book and periodical materials on the history of France from the barbarian invasions to 1939, the first volume listing 4,890 studies published in France and elsewhere during 1955. Serving as a successor to *Repertoire bibliographique de l'histoire de France* by Caron and

(Continued on page 341)

Techniques of Library Evaluators in the Middle States Association

THIS STUDY* concerns itself primarily with the techniques currently used by library evaluators in the Middle States Association of Colleges and Secondary Schools. It deals also with library evaluation, general institutional evaluation, and accreditation by the Association in order to provide appropriate, indeed necessary, background for better understanding of the task of the library evaluator.

PROCEDURE

To study the techniques of library evaluators a comprehensive questionnaire was designed for submission to those who have served the Middle States Association during the past several years.

The questionnaire (a copy of which may be borrowed from the author) was organized under three principal headings which represent the usual stages of a library evaluation for the Middle States Association: (1) preparation for an evaluation visit; (2) the evaluation visit; and (3) preparation of the evaluation report. Questions under each of these headings were prepared on the basis of the writer's personal experience on Middle States library evaluations since 1949, study of pertinent Middle States Association publications, and after reference to Wilson and Tauber,¹ McDiarmid,² and Lyle.³ Many questions required only a "Yes" or "No" answer, but some relating to specific techniques or practices called for an indication of the degree to which a particular method

or device was used, under the headings "Regularly," "Occasionally" and "Never." Respondents were also invited to submit comments where they considered them appropriate in order to provide a better view of their practices. A "general" section was added to the questionnaire for the purpose of eliciting information concerning the background of the evaluators, the benefits, if any, which they received as library evaluators, and their general comments on the evaluation process.

Mr. F. Taylor Jones, executive secretary of the Middle States Association Commission on Institutions of Higher Education, supplied a list of twenty-nine librarians who were "among the librarians who have worked successfully with the Middle States Association teams in the past several years."⁴ To this group two names were added by the writer and the questionnaire was then mailed to thirty-one persons. Twenty-nine responses were received, representing 93 per cent of the persons who were questioned. Bearing in mind the limitations of the questionnaire method, some ambiguities in the questionnaire used in this study, instances where no responses were made to specific questions, and the relative size of the group to which the questionnaire was directed, it is believed that the responses as a whole present a valid picture of current techniques most commonly used, and give some indication of the extent of their use.

For presentation of Middle States Association policies and procedures relating to accreditation and library evaluation, extensive use has been made of official publications of the Association. To avoid errors in interpretation and to state the position of the Association as fully as appears necessary, the writer will quote liberally from these publications.

⁴ F. Taylor Jones, Letter to M. A. Gelfand, of October 30, 1957.

* Paper presented at the Eastern College Librarians Conference, Columbia University, November 30, 1957.

¹ Louis R. Wilson, and Maurice F. Tauber, *The University Library*, 2nd ed. (N. Y.: Columbia University Press, 1956).

² E. W. McDiarmid, Jr., *The Library Survey* (Chicago: ALA, 1940).

³ Guy R. Lyle, *The Administration of the College Library*, 2nd ed. rev. (N. Y.: H. W. Wilson, 1949).

Mr. Gelfand is Librarian, Queens College, Flushing, New York.

Library evaluations for accrediting purposes present peculiar problems which need to be clarified and solved. This condition has been recognized and expressed frequently. Only recently in a paper presented at a meeting of the ACRL Junior College Section in Chicago, February 1, 1956, Dr. Manning M. Pattillo, formerly associate secretary of the Commission on Colleges and Universities, North Central Association, said:

After some seven years of coping with the practical problems of examining institutions for accrediting purposes, I can testify that the library is one of the most difficult phases of an institution's program to evaluate effectively. This is generally recognized among men who have made many surveys of colleges and universities. In almost every other area of the institution's program informed persons have a reasonably clear notion of what to look at and how to draw conclusions in an evaluation. . . . In the area of the library there is no such unanimity. There seem to be serious problems in almost every method of appraising the effectiveness of a college library. Beyond certain very general propositions which would be widely accepted, there is a paucity of constructive thought as to how to proceed in the specific situation. Somehow we need to develop some very different way of looking at the whole problem.⁵

Pattillo's remarks have equal, if not greater, pertinence to the problems of evaluating university libraries.

In a broad sense all types of library evaluations have a common purpose: to determine how effectively the library supports the educational program of the institution it serves. But library evaluations by regional accrediting agencies differ from other types in that they are conducted as an integral part of total institutional evaluation with the primary objective of determining how successfully the institution is meeting its self-declared purposes and objectives. Highly detailed descriptions and analyses of library resources, services, and facilities are not, and usually cannot, be made by the library evaluator of the accrediting association. Efficiency and economy of library services are not primary subjects of inquiry as they might be

in a conventional library survey. They are significant only in so far as their absence indicates that the library is not fulfilling its mission. This is not to say that improvements in library performance have not resulted from the accreditation process. It is probable that some libraries have been improved very substantially as a result of searching self-surveys or surveys by outsiders which have been conducted in preparation for an evaluation by a regional accrediting agency. It is also probable that improvements in the quality and efficiency of library services have resulted from the adoption of recommendations made by visiting teams.

MEANING OF MSA ACCREDITATION

The Middle States Association represents a voluntary association of higher institutions—a mutual aid society—whose purposes are “The improvement of educational programs and facilities and the broadening of educational opportunity. Membership in the Association is synonymous with accreditation by it.”

Accreditation by the Middle States Association indicates that an institution has been found qualified for membership in the Association after evaluation by its own staff and by a team of qualified colleagues from other institutions.

Evaluation for Middle States membership covers the entire institution, including all the instructional and non-instructional activities of every constituent part and unit. Middle States accreditation also extends to the whole institution.

Accreditation signifies that the institution offers commendable programs leading to the achievement of its own particular objectives. It indicates that all its work is conducted at a satisfactory level, in the judgment of the Middle States Association, but not that it is all necessarily of uniform quality.⁶

The last phrase of the preceding sentence has special significance for libraries. It is quite conceivable that the library of a given institution might not be regarded as one of its strongest features and that this institution would nevertheless be accredited. Often, however, it is found that where the li-

⁵ M. M. Pattillo, “The Appraisal of Junior Colleges and College Libraries.” *College and Research Libraries*. XVII (1956), 397-402.

⁶ Middle States Association of Colleges and Secondary Schools. Commission on Institutions of Higher Education. *Middle States Membership and Accreditation*. Document No. 3.12:1, September, 1955.

brary is inadequate there are other significant weaknesses which, taken together, tend to support a judgment of overall institutional weakness.

The Association makes certain formal stipulations as to the kinds of institutions eligible for membership.

In addition to these formal stipulations, the Association holds a concept of the essential nature of higher education which, without disparagement of other worthy kinds of instruction, enters into its determination of eligibility, although its factors have to be tested in the evaluation itself. They are:

The extent to which the institution's curricula provide, emphasize, or rest upon general or liberal education.

The extent to which its objectives and programs seek to inculcate power to form independent judgment, to weigh values, and to understand fundamental theory, rather than solely to amass facts or acquire skills.

Whether its students are stimulated to continue and broaden their education beyond the point they must reach to earn its credits, certificates, or degrees.⁷

The library implications of this concept are clear. They have been recognized in professional library publications and are reflected in the attitude of the Middle States Association toward library evaluations.

The Middle States view of accreditation rests upon the premise that the importance of accreditation is its effectiveness as a stimulant to educational improvement, and that the process leading to accreditation must accordingly be designed to be of maximum service to the faculty, administration, and trustees of the institution concerned, rather than to the accrediting agency.

The Middle States Association holds that each institution must be judged in reference to its own declared purposes and objectives; that the judgment should be made jointly by its own personnel and competent colleagues from neighboring, but not competing, colleges and universities; and that the *significant criteria for the judgment are qualitative*.

Essentially, therefore, a Middle States evaluation is concerned with (a) the institution's explicit definition of its own task, and the adequacy of that definition;

(b) its plans, resources, and procedures for fulfilling its responsibilities; and (c) its success in doing so.⁸

THE EVALUATION PROCESS

The evaluation process begins with a request for an evaluation from an institution which desires membership in the Middle States Association. Or it may begin with a decision by the Association to re-evaluate a member institution. In recent years the Association has introduced the policy of periodic re-evaluations of member institutions on a ten-twelve year cycle. After a preliminary visit to the institution by the Executive Secretary of the Middle States Association, a tentative date is set for an evaluation visit to take place at least a year later. The institution then embarks upon what has been characterized as the most valuable part of the evaluation process, self-evaluation of its purposes and objectives and of the success it has had in achieving them. At this stage the institution is usually guided by the questionnaires which the Association has designed for institutional self-evaluation and by other pertinent publications of the Association. It is also privileged to seek the help of Association officials and to turn to outside consultants for assistance in special areas.

Evaluation teams may range from five to six members for a small single-purpose institutions, to fifty or more for a large, complex institution such as a university. Librarians are always members of these teams, and in some instances there may be as many as three or four librarians on a large team. Members of the evaluating team receive copies of the self-evaluation report of the institution for study some time, usually several weeks, before the visit is scheduled to start. Then comes the visit which usually takes three days.

The visit is followed by a report from the evaluation team to the Commission on Institutions of Higher Education of the Middle States Association. This, together with the self-evaluation report of the institution and a verbal report from the chairman of the evaluation team, is presented to the Commission and provides the basis for its action. The chairman of the Commission

⁷ *Ibid.*, p. 2.

⁸ *Loc. cit.*

then notifies the head of the institution of the Commission's action, and the report of the evaluation team is mailed to the institution.

ACCREDITATION DECISIONS

Accreditation decisions are made by the Commission on Institutions of Higher Education of the Association. The decisions of this group, which is elected by the membership of the Association, can be any one of five, ranging from accreditation of a non-member and re-affirmation of the accreditation of a member, to denial of accreditation to a non-member or dropping of a member from the accredited list. In recent years, the Commission has qualified some decisions by requesting progress reports in regard to the implementation of recommendations made in the evaluation report and additional follow-up visits to the institution to ascertain whether certain weaknesses have been corrected. In some instances it has required a full or partial re-evaluation of an institution.

THE WORK OF EVALUATORS

In a document entitled *Your Work as an Evaluator; Suggestions for Team Members*, the Middle States Association emphasizes the importance of the self-evaluation study of the institution to be visited and suggests that it is the "first responsibility [of the evaluator] to master and think about its contents."⁹ Some additional excerpts from this publication reveal clearly the Association's concern for objective, impartial, and constructive attitudes among evaluators.

The team's function is to make an independent analysis, for the institution's use, of the quality of its performance, and of the effectiveness of its procedures and the adequacy of its resources for continually improving its performance.

Your task is not to "inspect" the institution. We have no formulas to give, no rules to apply or patterns to impose. You go as a colleague, to help identify the institution's strengths and discover how to solve its most critical problems. You have been selected because the Commission believes that you, supported by your teammates, are competent to do that. But ap-

proach the task humbly. No one knows all the answers. Your advantage lies simply in your detached position.

The primary consideration to keep in mind (during the preparation of your report) is that in it you are speaking to the institution just as surely as if you were addressing its assembled staff in person. The Middle States Commission, and any other agencies which may be operating in the evaluation, also use the report, but it is designed for and directed to the institution.

That fact determines its nature and content. Your task is not to describe; it is to evaluate. The institution's own staff has described it. You do not need to tell them what they already know. Your part is to assess its work, sympathetically, critically, and constructively.¹⁰

The Middle States Association concept of the place of the library in a higher institution has been set forth in a remarkably concise and profound statement recently issued by the Association as an official document. Designed primarily "for the use of faculties and evaluation teams,"¹¹ it can be studied with profit by all who are interested in the improvement of libraries in higher institutions even though some may wish to take issue with statements made in it. Some excerpts from this document are given here by way of bringing to a close the presentation of the Middle States Association's policies and procedures and preparing the way for consideration of the techniques of library evaluators.

The primary characteristic of a good academic library is its complete identification with its own institution. The measure of its excellence is the extent to which its resources and services support the institution's objectives.

Every library must therefore be evaluated in its own setting rather than by comparison with general patterns or norms, because each library must support a particular educational program. The prerequisite for library evaluation, accordingly, is an exact description of the institution's mission and of the means by which the institution proposes to fulfill it. Given that, scholars can identify the re-

⁹ Middle States Association of Colleges and Secondary Schools. Commission on Institutions of Higher Education. *Your Work as an Evaluator; Suggestions for Team Members*. Document No. 2.41:1, January, 1956.

¹⁰ *Loc. cit.*

¹¹ Middle States Association of Colleges and Secondary Schools. Commission on Institutions of Higher Education. *Evaluating the Library; Suggestions for the Use of Faculties and Evaluation Teams*. Document No. 4.81, October, 1957.

sources they must have to accomplish the task. The evaluation of the library can then begin.

The process can be summarized in a series of questions: What access to the world's intellectual and creative resources does this institution's educational program require? To what extent are these resources now available and accessible through the library? How can their availability and accessibility be increased and their use encouraged?

Obviously no one person can make an evaluation of this kind, nor can professional librarians do it alone. Identification and appraisal of the materials to support instruction and stimulate research in a given field demand a scholar's knowledge plus a librarian's skill. Analysis of the use which students and faculty are making of the library and the reasons for it is aided by intelligently designed statistical records, but goes beyond them into educational philosophy and teaching methods. Library specialists can organize and give technical competence to such a study, but must depend on their professional colleagues to identify the resources required to meet the full needs of undergraduate students, the basic needs of advanced students in each field in which the institution offers such instruction, the professional and research requirements of the faculty, and for estimating the strength of the collection as it stands. The librarians who work with them must guard balance and coverage, which means they must have a good general knowledge of the scholar's field and of the teacher's problem.

These considerations suggest the characteristics of a good librarian. He and his professional colleagues are responsible for the administration and development of a major element in the institution's intellectual life. He needs the skill to direct a highly complex organization well, but his thinking and planning must be that of a teacher and scholar, not a curator or technician. He must be chosen with the same care and under many of the same criteria as other high-ranking faculty members. Professional qualifications are not enough. He must know what scholarship is and what teaching entails. He must demonstrate the competence to merit the respect of his colleagues as an educator and be given the status that will enable him to speak with equal voice in their company. He and his professional assistants must have an effective place within

the faculty councils in order to relate the library properly to the curriculum and to ensure good communications in both directions.

Library evaluation involves a study of faculty attitudes and teaching methods. The faculty is deeply concerned with the library; it is of primary importance in their instructional program and in their professional growth. They ought therefore to have an important voice in determining its objectives and a constant advisory relationship to the head librarian, although he should report in his administrative capacity to the president or dean. An alert faculty never allows a library to suffer from neglect or to diverge from the educational program. Neither does a good faculty meddle with internal administration or attempt to deal with technical details—it participates in establishing objectives and general policies and expects the librarian and his staff to give them effect.

The faculty usually operates through a standing committee of which the librarian is a member, perhaps secretary, which meets regularly in an advisory capacity, keeps itself thoroughly informed, guards and advances library interests, and reports frequently to the faculty for discussion, counsel, or confirmation. The importance which this committee's work can have for the institution warrants selecting its members with great care among those who are most interested in the library, use it extensively themselves, and understand the difference between advisory and administrative functions.

The use the students make of the library—the ultimate test of its effectiveness—is not an accident. It is the result of many forces, including habit, convenience, the ready availability of the materials the students want, the attractiveness of the setting, staff personalities, and the way the librarians and instructors work together. But it is chiefly the result of the faculty's teaching methods. If statistics or observation suggest that the library may not be serving as fully as it might or is being used as a study hall with books from outside, look for lecture-textbook or other unimaginative teaching. Since the quality and amount of library use is one of the clearest indices of the kind of teaching the students are getting, experienced evaluators are apt to turn quickly from the library to the classroom. They know that a stimulating instructor creates an inquiring

student, who develops resourcefulness because he wants more than routine methods will give him. Thus good teaching and good librarianship unite to produce skilled, self-reliant, habitual library users. Independent and honors work provide an especially favorable climate for it.

Clearly, therefore, the emphasis in evaluating a library should be on the appropriateness of the collection for the instructional and research programs of the students and faculty, its adequacy in breadth, depth, and variety to stimulate both students and faculty, its accessibility, including proper cataloging, the competence and interest of the staff, and above all, what happens in the reading and reference rooms. Statistical comparisons need to be handled with caution. Percentages of the educational budget spent on library service and growth, per capita expenditures, number of volumes, circulation figures, and the ratio of staff to students and of students to seats often provide suggestive leads, but they should be studied in context and perspective.

When the institution's objectives and its curricula have been analyzed and the resources and services the library ought to provide to support them have been described, questions like the following may clarify the final stages of the problem. Others will suggest themselves to the evaluators. They must be dealt with candidly and objectively, of course, and every negative answer should be coupled with a practicable recommendation.¹²

Here follow a group of twenty-six questions which deal with the major characteristics of good library service. Two of these questions are quoted to provide an indication of their searching quality:

1. Is the library book stock sufficiently broad, varied, authoritative, and up to date to support every part of the undergraduate instructional program?
2. Is there adequate additional strength in source, monographic, and periodical material for any graduate work, honors work, and research which is offered or proposed?"¹³

TECHNIQUES OF MSA LIBRARY EVALUATORS

The results of the questionnaire inquiry will be presented under these headings: (1)

¹² *Loc. cit.*

¹³ *Loc. cit.*

preparation for an evaluation visit, (2) the evaluation visit, (3) preparation of the evaluation report, and (4) qualifications of library evaluators and their comments on the evaluation process. Responses will be collated and analyzed and such conclusions as arise from the data will be presented. In addition, the writer will make some personal observations based upon his experience and present recommendations. It should be emphasized that the analysis of data will be based only upon the replies which were received. While no claims are made for the statistical reliability of the conclusions which will be presented, it would appear that a representative group of qualified evaluators has responded to the questionnaire. Their views and practices as presented and interpreted here may therefore be characterized as adequately representative.

PREPARATION FOR AN EVALUATION VISIT

After a librarian accepts an invitation from the executive secretary of the Middle States Association to serve on a particular evaluation team, he will usually receive from the Middle States Association a list of the members comprising the whole team and an "Evaluation Handbook," a collection of official publications of the Middle States Association which relate to the aims, policies, and practices of the Association. The contents of this handbook will vary from time to time as new publications appear or old ones are superseded. For the novice evaluator, the handbook is the most valuable single source of information about the point of view and methods of the Association. Experienced evaluators also find the handbook to be valuable for review purposes and a way of keeping up to date with new publications of the Association.

Several weeks before the visit is scheduled, each of the evaluators usually receives a copy of the complete self-evaluation report of the institution which is to be evaluated, together with catalogs, and other materials such as bylaws, promotional literature, etc. Often the report is a long and apparently formidable document or a series of documents depending upon the size and complexity of the institution to be evaluated.

As he studies the self-evaluation report, the evaluator may encounter ambiguous pas-

sages and decide to write to the librarian of the institution for clarification or additional information. He may also find it advisable to consult professional library literature for assistance in interpreting or evaluating the report. At this point in his preparation the evaluator may wish to make some plans for the visit, note subjects he will want to inquire into further during the visit, and list a few questions which arise from his reading.

The questionnaire inquiry revealed that nearly all respondents find it helpful to review regularly the Middle States Association publications relating to policies and procedures in preparation for a visit.

The self-evaluation report of the institution under study is without doubt a major element in the evaluation process. How many library evaluators read this report in its entirety; how many selectively?

The data in Table I, reveal that most library evaluators read the entire report of a single-purpose institution, while among those who must evaluate a complex institution, the apparent practice is to read the report selectively. In this connection, selectively, is taken to mean that the library sections alone are read or the library and a few additional sections concerning subjects closely related to the library are read. It is appropriate to mention here that only fourteen out of the twenty-nine respondents had evaluated complex institutions; fifteen had never done so. Evaluators of complex institutions, however, often are invited also to evaluate single-purpose institutions, and they, therefore, account for some of the responses recorded for single-purpose institutions, while some library evaluators who have visited only single-purpose institutions indicated what they would do with the report of a complex institution.

Twenty-three library evaluators indicated that they do not correspond in advance with the librarian of the institution to be visited. Six stated that they write to the librarian before the visit but one commented "not always." One evaluator commented that he "would not consider this [writing, that is] advisable practice."

In answer to the question: Do you make use of books and other materials to assist you in assessing the report of the institution to be visited and in locating problem areas?

TABLE I

SELF-EVALUATION REPORT OF INSTITUTION

| TYPE OF INSTITUTION | REPORT READ | |
|----------------------------|-------------|-------------|
| | ENTIRELY | SELECTIVELY |
| Single-purpose institution | 25 | 2 |
| Complex institution | 4 | 13 |

twenty-four replied in the affirmative; four, negatively; and one did not reply. The materials most commonly used, although not always regularly, are listed in Table II.

It is interesting to note here the extent to which the annual statistical summary in the January issue of *CRL* is used by library evaluators, and that the use of American Library Association, *Classification and Pay Plans*¹⁴ is not insignificant.

Most of the evaluators queried (twenty-five) indicated that they formulate a plan for the projected visit during the preparation period. But two evaluators stated that their plans at this early stage were quite general. One respondent said: "Generally [yes] but more specifically at the first evaluation meeting," referring to the initial meeting of the visiting team on the campus of the institution undergoing evaluation. Another reply was along similar lines: "Yes, only in general terms. I find it better not to make too formal plans. Each institution is unique and the atmosphere of the institution frequently gives the surveyor ideas on the scene."

The complete catalog of the institutions to be visited is read by nineteen of the respondents before the evaluation visit. Among the ten remaining evaluators some apparently do not read the catalogue at this time, but the figures are inconclusive as the ques-

¹⁴ American Library Association. Board on Salaries Staff, and Tenure. . . . *Classification and Pay Plans for Libraries in Institutions of Higher Education*. 2nd. ed. (Chicago: ALA, 1947).

—*Library Score Card. Vol. II—Degree-Confering Four-Year Institutions*. Supplement to *Classification and Pay Plans for Libraries in Institutions of Higher Education*. (Chicago: ALA, 1950).

—*Library Score Card. Vol. III—Universities*. Supplement to *Classification and Pay Plans for Libraries in Institutions of Higher Education*. (Chicago: ALA, 1950.)

TABLE II
MATERIALS USED DURING PREPARATION FOR AN EVALUATION VISIT

| MATERIALS USED | REGULARLY | OCCASIONALLY | NEVER |
|---|-----------|--------------|-------|
| Wilson and Tauber, <i>The University Library</i> | 3 | 13 | 4 |
| Lyle, <i>The College Library</i> | 9 | 11 | 1 |
| McCrum, <i>Estimate of Standards</i> | 2 | 9 | 6 |
| Branscomb, <i>Teaching With Books</i> | 3 | 10 | 3 |
| ALA <i>Classification and Pay Plans</i> | 6 | 10 | 2 |
| <i>College and Research Libraries</i> , January issue | 14 | 9 | |
| McDiarmid, <i>Library Survey</i> | 1 | 6 | 9 |
| Other (by respondents): | | | |
| History of institution | 1 | | |
| Tauber, <i>Technical Services in Libraries</i> | | 1 | |
| MSA, Evaluation report of own institution | 1 | | |

tion relating to catalogs was not well phrased. Among those who read the catalog selectively, the sections dealing with the aims of the institution, the library, the faculty, curricula and course descriptions appear to be read most frequently and in the order indicated.

THE EVALUATION VISIT

The section of the questionnaire which deals with the evaluation visit was designed in the form of a check list. In the first column at the left side of each page, under the heading *Methods and Devices*, there were listed sixty different methods and devices which evaluators use in greater or lesser degree during the course of an evaluation. These included many which are mentioned in Middle States Association publications, in Wilson and Tauber,¹⁵ Lyle,¹⁶ and McDiarmid,¹⁷ some which the writer has used in his work, some suggested by colleagues. The object of this section was to determine what devices and methods are most commonly employed, the degree to which they are employed, and the principal purposes they are designed to serve.

Ten columns were arranged to the right of the column listing methods and devices to permit the respondent to indicate under each heading the extent, if any, to which he employed a particular approach. These headings were (1) program of the library; (2) adequacy of library collection; (3) quality

of readers' services; (4) quality of technical services; (5) student use of the library; (6) faculty use of the library; (7) adequacy of space (building); (8) adequacy of library staff; (9) attitude of institution toward library; and (10) overall effectiveness of the library. Under each of these headings the respondent could make a check mark in the appropriate column to indicate whether he used a particular method or device regularly, occasionally, or never.

When the responses were tabulated, it was found that some evaluators had added a device or two of their own to those already listed and that some did not respond to every item listed. On the whole, however, the responses to this section of the questionnaire were sufficiently full to justify a full tabulation and analysis.

An analysis of the data was made along two lines. In the first, the object was to determine the relative ranking, if any, of the ten principal headings under which evaluation was being conducted. In the second, the object was to discover how frequently each of the methods and devices listed and those that were added by respondents was employed.

To determine relative ranking of subjects of evaluation, such as adequacy of the book collection, quality of technical services, and the others, the check marks in each of the ten columns headed by these subjects were added together under each sub-heading, that is under the sub-headings, "Regularly," "Occasionally," and "Never." The results, which appear in Table III relate only to the re-

¹⁵ Wilson and Tauber. *op. cit.*

¹⁶ Lyle, *op. cit.*

¹⁷ McDiarmid, *op. cit.*

TABLE III
RELATIVE RANKING OF SUBJECTS OF EVALUATION

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|---|------|--|------|---|------|
| SUBJECT OF EVALUATION | DEVICES REGULARLY USED NUMBER OF CHECKS | RANK | DEVICES OCCASIONALLY USED NUMBER OF CHECKS | RANK | DEVICES NEVER USED NUMBER OF CHECKS | RANK |
| Program of library | 701 | 1 | 309 | 1 | 299 | 1 |
| Overall effectiveness of library | 585 | 2 | 231 | 4 | 255 | 2 |
| Adequacy of library collection | 581 | 3 | 268 | 2 | 241 | 3 |
| Student use of the library | 493 | 4 | 212 | 6 | 234 | 4 |
| Quality of reader's services | 472 | 5 | 248 | 3 | 219 | 5 |
| Faculty use of the library | 471 | 6 | 190 | 7 | 210 | 6 |
| Attitude of institution toward library | 465 | 7 | 231 | 5 | 209 | 7 |
| Adequacy of space: building | 449 | 8 | 188 | 8 | 205 | 8 |
| Adequacy of library staff | 449 | 8 | 188 | 8 | 192 | 9 |
| Quality of technical services | 367 | 9 | 177 | 9 | 143 | 10 |
| Total number of check marks | 5,033 | | 2,242 | | 2,207 | |
| Percentage of total responses | 53 | | 24 | | 23 | |

sponses of the particular group who answered the questionnaire and are not offered as universally representative indications of the relative importance of these subjects to library evaluators.

Fifty-three per cent of the total responses to this section of the questionnaire were given under the subheading "Regularly" in each column; 24 per cent under "Occasionally," 23 per cent under "Never." As 77 per cent of the responses indicated that the ten subjects of evaluation were considered in greater or lesser degree, it was decided that it would be helpful to compare the responses under "regularly" with those under "occasionally" for some positive indication of relative ranking among the subjects of evaluation. Comparison reveals a fairly consistent relationship between the subjects of evaluation; whether particular methods or devices were employed regularly or occasionally, the relative ranking of subjects is remarkably close in each instance.

METHODS AND DEVICES

To obtain an indication of the extent to which each of the methods and devices listed in the questionnaire, or added by respondents, was employed, the check marks indicating regular use of each of the meth-

ods or devices were added together at the end of each row. Analysis of the data reveals an extremely wide range in the employment of the various methods and devices. Use ranged from 277, for *Conferring with the librarian of the institution*, to one for *Reading the faculty library handbook*. In the first instance, most of the respondents indicated that they used regularly the method of conferring with the librarian in respect to each of the ten subjects of evaluation. With twenty-six to twenty-nine check marks in each of ten columns, the final score of 277 was achieved. *Reading the faculty handbook* was suggested by one respondent, who employed it regularly among other devices when evaluating reader services. Since there was only one check mark in this instance the final score was one.

It is also desirable to note that some methods and devices ranked high in frequency because they could be applied to the evaluation of a wide range of subjects, while others were useful in very limited areas. For example, conferences with key members of the library staff might conceivably be useful in every area under study; but talks with deans might have to be limited to only a few subjects. The dean is not expected to know very much about the

quality of technical services but he might be most useful in discussing the attitude of the institution toward the library. Discussion with key staff members scored 185 as a device; with deans, seventy-four.

The data revealed in the questionnaire returns are presented in a series of tables, the first of which, Table IV, is a master list of methods and devices arranged in the order of the frequency of their use "regularly" by the respondents. This table, however, does not reflect accurately the degree to which each method or device is employed and could, therefore, be misleading. Additional analysis of tabulated responses indicated that certain devices were employed more widely than it would at first appear, as they were used "occasionally," to a large extent. Adding together figures representing "Regular" and "Occasional" use produced another, more significant view of the evaluation techniques. A decision was made finally to present a report of methods and devices under three headings to indicate more precisely the degree to which these de-

vices are employed. The selection of items to be placed under each heading was based mainly upon the questionnaire responses and partly on the writer's own experience and judgment. The results are offered in the following three tables.

It should be emphasized as these tables are examined that they represent only the practice of those who responded to the questionnaire. It is believed that a representative group of library evaluators responded to the questionnaire but this should not be taken to mean that these lists of practices are offered as being authoritative and complete. They are, to be sure, highly suggestive, but they do not represent the intangibles, such as sound experience, good judgment, tact, diplomacy, and humility, which an evaluator should possess in order to perform his work satisfactorily. It should also be emphasized that the practices referred to in these tables are reported as those used during the course of a visit. *CRL* statistics and *ALA* standards may be used with some frequency before and after a visit, and journals

TABLE IV
METHODS AND DEVICES USED DURING EVALUATION VISITS

| METHODS AND DEVICES | FREQUENCY |
|--|-----------|
| 1. Review library sections of institution's report to the Middle States Association . . . | 277 |
| 2. Confer with chief librarian | 277 |
| 3. Read librarian's annual reports and other significant reports and memoranda | 210 |
| 4. Confer with colleagues on evaluation team | 194 |
| 5. Confer with key library staff members | 185 |
| 6. Confer with chief librarian upon conclusion of visit | 172 |
| 6a. Read survey reports, if available, by outside consultants to the library | 157 |
| 7. Discuss briefly basic routines and problems of major library departments with their heads | 147 |
| 8. Compare library practices with prevailing practices of other libraries | 146 |
| 9. Examine statistics and/or reports of circulation | 138 |
| 10. Compare library expenditures with total institutional expenditures | 136 |
| 11. Explore administrative structure of library; relation of departmental libraries with main college library or of college and school libraries with university library | 132 |
| 12. Confer with library committee members | 129 |
| 13. Inspect book stacks | 127 |
| 14. In connection with No. 11 above, confer with appropriate deans and department heads | 123 |
| 15. Examine statistics and/or reports of use of neighboring libraries | 121 |
| 16. Inspect reading rooms | 117 |
| 17. Confer with faculty members other than library committee | 110 |
| 18. Check library hours | 107 |
| 19. Read samplings of minutes of library committees | 106 |
| 20. Examine statistics and/or reports of reserves | 106 |
| 21. Check seating capacity | 105 |
| 22. Examine statistics and/or reports of interlibrary loans | 104 |

| | |
|---|-----|
| 23. Examine statistics and/or reports of cataloging and processing | 100 |
| 24. Read college or university catalogs | 98 |
| 25. Read college or university statutes, if any, relating to library policy | 97 |
| 26. Inquire about relationships with and possible dependence upon neighboring libraries | 96 |
| 27. Examine reports and/or statistics of orders | 94 |
| 28. Examine surveys of library resources made by library and/or faculty | 89 |
| 29. Inspect work rooms | 87 |
| 30. Examine statistics and/or reports of audio-visual services | 83 |
| 31. Examine library card catalogs | 79 |
| 32. Inquire about methods and quality of teaching | 75 |
| 33. Confer with deans | 74 |
| 34. Examine statistics and/or reports of unavailable books | 68 |
| 35. Confer with president | 67 |
| 36. Compare library expenditures with ACRL statistics in <i>CRL</i> | 67 |
| 37. Confer with students at random | 52 |
| 38. Read survey reports, if available, of the whole institution for library implications | 51 |
| 39. Compare library expenditures with those of other libraries in MSA territory | 50 |
| 40. Confer with administrative officers other than the president and deans | 46 |
| 41. Spot-check availability of books listed in public catalog | 39 |
| 42. Confer with others in institution upon conclusion of visit (others than librarian) | 31 |
| 43. Examine desiderata files, if any, in order department | 31 |
| 44. Confer with representative students | 26 |
| 45. Compare library's expenditures with ALA standards (<i>Classification and Pay Plans</i>) | 22 |
| 46. Confer with head of student body | 17 |
| 47. Visit classes (other than library) | 15 |
| 48. Compare library practices with those of one's own library | 11 |
| 49. Check <i>Reader's Guide to Periodical Literature</i> | 9 |
| 50. Check <i>Shores, Basic Reference Sources</i> | 7 |
| 51. Compare library expenditures with Randall and Goodrich, <i>Principles of College Li-</i> <i>brary Administration</i> | 6 |
| 52. Check Lyle and Trumper, <i>Periodicals for the College Library</i> | 6 |
| 53. Visit classes in use of library | 6 |
| 54. Check <i>Lamont Library Catalog</i> | 4 |
| 55. Check <i>Essay and General Literature Index</i> | 3 |
| 56. Read recent accession lists | 3 |
| 57. Check Shaw, <i>List of Books for College Libraries</i> | 2 |
| 58. Make breakdown of budget to course offerings | 2 |
| 59. Use <i>ALA Score Card</i> | 1 |
| 60. Read list of periodical holdings and current subscriptions | 1 |
| 61. Read faculty handbook | 1 |

TABLE V
METHODS AND DEVICES REGULARLY AND WIDELY USED

| METHODS AND DEVICES | FREQUENCY OF USE |
|---|---------------------|
| 1. Review library sections of institution's report to the Middle States Association | 277 |
| 2. Confer with chief librarian of institution | 277 |
| 3. Examine librarian's annual reports and other significant reports and memoranda .. | 210 |
| 4. Confer with colleagues on evaluation team | 194 |
| 5. Confer with key library staff members | 185 |
| 6. Confer with librarian upon conclusion of visit | 172 |
| 7. Read survey reports, if available, by outside consultants to the library | 157 |
| 8. Discuss briefly basic routines and problems of major library departments with their heads | 147 |
| 9. Inspect book stacks | 127 |
| 10. Inspect reading rooms | 117 |
| 11. Check seating capacity | 105 |
| 12. Examine catalogs of the institution | 98 |
| 13. Examine surveys of library resources made by library and/or faculty | 89 |
| 14. Inspect work rooms | 87 |
| 15. Inquire about methods and quality of teaching | 75 |

TABLE VI
METHODS AND DEVICES OFTEN, BUT NOT WIDELY, USED IN SOME PHASES OF
EVALUATIONS

| METHODS AND DEVICES | FREQUENCY OF USE |
|---|---------------------|
| 1. Compare library practices with prevailing practices of other libraries | 146 |
| 2. Examine statistics and/or reports of circulation | 138 |
| 3. Compare library expenditures with total institutional expenditures | 136 |
| 4. Explore administrative structure of library; relations of departmental libraries with main college library, or of college and school libraries with university library | 132 |
| 5. Confer with library committee members | 129 |
| 6. In connection with (4) above, confer with appropriate deans and department heads | 123 |
| 7. Examine statistics and/or reports of use of neighboring libraries | 121 |
| 8. Confer with faculty members other than library committee | 110 |
| 9. Check library hours | 107 |
| 10. Read samplings of minutes of library committees | 106 |
| 11. Examine statistics and/or reports of reserves | 106 |
| 12. Examine statistics and/or reports of interlibrary loans | 104 |
| 13. Examine statistics and/or reports of cataloging and processing | 100 |
| 14. Inquire about relationships with and possible dependence upon neighboring libraries | 96 |
| 15. Examine statistics and/or reports of orders | 84 |
| 16. Examine statistics and/or reports of audio-visual services | 83 |
| 17. Examine library card catalogs | 79 |
| 18. Confer with deans | 74 |
| 19. Examine statistics and/or reports of unavailable books | 68 |
| 20. Confer with president | 67 |
| 21. Compare library expenditures with ACRL statistics in <i>CRL</i> | 67 |
| 22. Confer with students at random | 52 |
| 23. Read survey reports, if available, of the whole institution, for library implications | 51 |
| 24. Compare library expenditures with those of other libraries in Middle States Association territory | 50 |
| 25. Confer with administrative officers other than president and deans | 46 |
| 26. Spot-check availability of books listed in public catalog | 39 |
| 27. Examine desiderata files, if any, in order department | 31 |
| 28. Confer with representative students | 26 |
| 29. Compare library practices with those of one's own library | 11 |

and other professional tools may be consulted at these times. During the course of the visit there is little time for such devices, and there is the very important question: how should they be used when it is desired to make a qualitative, educational approach to library evaluation?

PREPARING THE EVALUATION REPORT

The "primary function" of the evaluator's report, according to the Middle States Association, "is to give the faculty, administration, and trustees a critical analysis of their program and resources in the light of their objectives, with suggestions for strengthening them."¹⁸

¹⁸ Middle States Association of Colleges and Secondary Schools. Commission on Institutions of Higher Education. *Preparing the Evaluation Report*. Document No. 2.76:1, January, 1956.

According to the questionnaire responses, most (twenty-five) of the evaluators queried analyze their findings during the course of their visit. Those who answered the question on this point in the negative, indicated that they made at least a tentative analysis of findings while on the visit. This is understandable when it is known that during the course of an evaluation visit, the team comes together two or more times for the purpose of exchanging views as to findings and recommendations. The chairman of a team usually directs discussion along these lines in order that he can gain an impression at first hand of the views of his colleagues. This is considered important for it is the practice of the chairman to confer with the president of the institution before the team leaves the campus. In this confer-

TABLE VII
METHODS AND DEVICES RARELY EMPLOYED

| METHODS AND DEVICES | FREQUENCY OF USE |
|---|---------------------|
| 1. Confer with institution officials, other than librarian, upon conclusion of visit | 31 |
| 2. Compare library expenditures with ALA standards (<i>Classification and Pay Plans</i>) | 22 |
| 3. Confer with head of student body | 17 |
| 4. Visit classes (other than library instruction) | 15 |
| 5. Check <i>Readers' Guide to Periodical Literature</i> | 9 |
| 6. Check <i>Shores, Basic Reference Sources</i> | 7 |
| 7. Compare library expenditures with figures in Randall and Goodrich, <i>Principles of College Library Administration</i> | 6 |
| 8. Check Lyle and Trumper, . . . <i>Periodicals for the College Library</i> | 6 |
| 9. Visit classes in use of library | 6 |
| 10. Check <i>Lamont Library Catalog</i> | 4 |
| 11. Check <i>Essay and General Literature Index</i> | 3 |
| 12. Check Shaw, <i>List of Books for College Libraries</i> | 2 |
| 13. Make breakdown of budget to course offerings | 2 |
| 14. Use <i>ALA Score Card</i> | 1 |
| 15. Read recent accessions list | 3 |
| 16. Read list of periodical holdings and annual subscriptions | 1 |
| 17. Read faculty handbook | 1 |

ence the team chairman is the official spokesman for the team. He often gives the president an overall impression of the strengths and weaknesses of the institution as seen through the eyes of the visitors and indicates what the general tenor of major recommendations is likely to be. Under these circumstances, it can be seen that team members work under pressure to form judgments but most evaluators do not appear to object to this condition.

Twenty-four of the respondents indicate that they decide upon the major suggestions or recommendations they will make in their reports during the course of the visit, but even those who do not claim to have made their decisions indicate that they make a tentative list of recommendations or suggestions before they leave the campus. Among respondents who commented on this subject, one wrote: "I think it would be unfair to arrive at major recommendations after the committee had disbanded—or after leaving the institution—it is important to let the institution know the trend of your thinking." Another respondent commented: "[I] talk over all recommendations with members of the team and with the librarian, dean, president, etc., and make sure before I leave that my recommendations are reasonable."

On evaluations of complex institutions two or more librarians serve together on the visiting team. The librarians usually confer among themselves during the course of the visit and decide how they will make their report. Among those who responded to the question on this subject, seven indicate that one man writes the report after consultation with his colleagues; six, that each man writes a report on the area he has been immediately concerned with and submits it to the library evaluator who has been designated to make the complete report; and two state that each man makes himself responsible for a report on certain functions, schools, or departments, drawing upon the findings and recommendations of the whole group of library evaluators.

During the preparation of the report, many respondents (about 50 per cent) indicate that they find it helpful to consult books and other sources of information concerning librarianship. But one evaluator wrote: "Aside from items checked (in the questionnaire) I very often write librarians in similar colleges in the area or state for comparative data." This is an unusual practice; apparently very helpful, however, to the librarian who uses it. Those who use books and other materials, such as those mentioned previously in this study, have oc-

casionally found it helpful to refer to *Library Trends*,¹⁹ institutional histories, publications dealing with library buildings, or to other publications that are pertinent to the problem in hand.

Queried about the amount of time they take for the preparation of the report, twenty-one respondents indicate that they prepare their reports within a week after the visit; six state they take one to two weeks, and two take from three or four weeks. It can be seen that the whole process of library evaluation is performed within a relatively short time.

COMMENTS BY THE EVALUATORS

In order to establish the authority of the respondents whose comments on library evaluation methodology are summarized here, it might be well to view briefly a few facts concerning their professional experience and backgrounds. All are librarians of colleges or universities, except two who are associate directors of large university libraries. Thirteen have served as library consultants to college or universities, and among these, four have been consultants for four to six libraries. Many have had extensive experiences as library evaluators for the Middle States Association.

Their experience as library evaluators appears to have been helpful in many ways to the evaluators who responded to the questionnaire. Answers to a question along these lines appear in Table VIII.

The high number of affirmative responses to a question along these lines indicates clearly that librarians who have served as evaluators believe they have profited from this experience, both as librarians and evaluators. Comments from some of the librarians who responded to this question reveal further satisfaction with the experience and additional outcomes. One evaluator wrote: "What one learns from other members of the team about the operation of the institution as a whole aids a great deal towards the proper understanding of the library's place in the institution." Another wrote: "Stimulus to do better work; widen the scope of one's work; toward better handling of library associates; new insights into the

¹⁹ *Library Trends*, Urbana, University of Illinois Library School, I— (1952-).

TABLE VIII
BENEFITS DERIVED FROM EXPERIENCES
AS A LIBRARY EVALUATOR

| BENEFIT | FREQUENCY OF RESPONSE |
|---|--------------------------|
| Broaden one's professional outlook . . . | 27 |
| Afford an opportunity to observe different and sometimes new library practices | 28 |
| Provide better insight into the library needs and attitudes of colleagues among teachers and administrators | 25 |
| Provide better acquaintance with unique and/or important book collections in the libraries visited . . . | 14 |
| Widen scope of professional acquaintanceship with fellow librarians | 28 |
| Help in the administration of one's own library | 24 |
| Provide excellent experience in general library evaluation | 29 |
| Help one in preparing for the evaluation of his own institution by the Middle States Association | 23 |

significance of books. I have learned much from other members of the visiting team; have learned too, how to propose recommendations more effectively, and that mechanical standards do not impress top-flight administrators." From another, a man with much experience as an evaluator, the process "helps particularly in developing a growing conviction that any strictly formal standards are unsatisfactory; points up the individuality of each institution and the wisdom of studying each institution in terms of its objectives and aims."

GENERAL COMMENTS

"I think we do a good job!" writes one evaluator, but another asserts: "In my opinion, it is impossible to evaluate adequately and fairly a college library (including collections) in two or three days."

Again, a positive statement of approval: "Personally I am satisfied with the evaluation as conducted by the Middle States Association," while another statement indicates doubt of the effectiveness of library evaluation by the Association: "We still need better measures of effectiveness and better ways to assess the role of the faculty in using the

library as an educational tool. [A] wide gulf between the 'potential' of the library and the actual achievement continues to be a worrisome matter."

In all, fourteen respondents accepted the invitation to make comments at the end of the questionnaire. Several expressed a need for better guidance of the evaluator by means of quantitative standards. Some have expressed doubt as to the ability of other team members to appreciate the librarian's point of view. One respondent finds that "librarians have lost somewhat in effectiveness of their reports because [he is told] many reports by librarians find fault; do not seem reasonable; make it seem that the library is taking over." He strongly urges that library evaluators always find something to praise.

A question that brings doubt about the wisdom of a fundamental Middle States Association policy is raised in this comment: "I have long argued that the Middle States Association's 'achievement of purposes and objectives' attitude is a poor criterion for evaluation itself. I have felt called upon on occasion to 'approve' a miserable library simply because it was indeed adequate to the demands of a limited conception of education held by the institution."

Taking the advice of the librarian who writes that library evaluators should always find something to praise, this section of the study will close with a few positive affirmative comments: "Procedures and attitudes toward library evaluation have improved steadily since reorganization of the Middle States Association in 1946. The new statement, *Evaluating the Library*,²⁰ should help further in impressing institutions and colleague evaluators with the importance and significance of the library and its relation to teaching methods. "Generally, I have been impressed by the attitude and seriousness of purpose evident in evaluating teams." "Teams and sizes of libraries vary so greatly that it is hard to generalize. In general standards are high and we work hard."

CONCLUSIONS

The Middle States Association has stated its position in regard to evaluation generally and in reference to libraries with admi-

nable clarity and conciseness. It has placed great emphasis upon the importance of the self-evaluation which precedes a formal evaluation visit and the need for a program of continuous evaluation of itself by every higher institution. It has developed effective conditions for bringing together the diverse talents and interests of evaluation team members and encouraged frank and searching analysis by visiting teams of the problems with which they are confronted.

The measure of the effectiveness of a visiting group of evaluators lies not only in the quality of the individual members and the leadership of the chairman but also in the quality of the self-evaluation which the institution is encouraged to make. If the institution has made a sincere and thorough study of itself along the lines suggested by the Middle States Association questionnaire, or in accordance with an individual design, it will provide a good visiting committee with a sound basis for constructively critical analysis of its strengths and weaknesses. The Association does not insist that its members follow literally every step it suggests in the evaluation process. Indeed, one of its great virtues as an organization lies in its emphasis on qualitative and individual approaches to educational problems.

The Association has shown much interest in the evaluation of libraries. Its latest document on that subject provides excellent guidance for those of its members who wish to improve library services because they are convinced of the fundamental importance of libraries. But the document, however admirable, will not serve its purpose unless its contents are considered with great seriousness on every campus. Librarians and their colleagues on the teaching staffs of colleges and universities may not agree with some of the statements made, but the larger implications of the document will be found worthy of the most serious study by representative members of the whole academic staff, which includes, or should include where it does not, the professional library staff.

In a practical sense, the Middle States Association document on library evaluation suggests a series of progressive steps beginning with a definition of the mission of the library in support of the objectives and purposes of the institution and continuing

²⁰ Middle States Association, *op. cit.*

with suggested measures of its effectiveness in the form of questions concerning most of the important aspects of library service. It is when some of these measures are examined that problems arise. For example, how is this question answered: "Is the library stock sufficiently broad, varied, authoritative, and up to date to support every part of the undergraduate program?"²¹ The answer to this question would require a thorough appraisal of the book collection by the academic staff or by an outside library consultant working in conjunction with the academic staff. It might have to be as wide and thorough an appraisal as the ones conducted at the University of Chicago²² or Pennsylvania²³ or, in the case of a small college library, a faculty-library project involving the use of checklists, catalogs, such as the Lamont,²⁴ or other devices.

In other words, the implementation of the suggestions made in this document would appear to call for a penetrating self-evaluation, or for a library survey conducted by an outside consultant in order to provide helpful answers to the questions which are raised. The type of evaluation or survey implied here would be far more comprehensive than that which has been suggested in older Middle States Association publications relating to the library. And this is to the good.

For despite the imposing list of methods and devices available to the library evaluator, he cannot function at the highest level unless the institution has made proper preparation for him. This preparation should consist of a sound analysis of the effectiveness of its library program by means of a thorough survey. The evaluator would then have the means to assess the program "sympathetically, critically, and constructively,"²⁵ as suggested by the Association.

The technique of the evaluator should be

²¹ *Ibid.*, p. 2.

²² M. Llewellyn Raney, *The University Libraries. University of Chicago Survey*, Vol. VII (Chicago: University of Chicago Press, 1939).

²³ Charles W. David, "On the Survey of a Research Library by Scholars," *College and Research Libraries*, XV (1954), 290-91.

²⁴ *Catalogue of the Lamont Library, Harvard College*. Prepared by Philip J. McNiff and members of the Library Staff (Cambridge: Harvard University Press, 1953).

²⁵ Middle States Association. Commission on Institutions of Higher Education. *Your Work as an Evaluator; Suggestions for Team Members*. Document No. 2.41:1, January, 1956.

determined by the conditions he encounters at the institution undergoing evaluation and by the character of the documentary materials provided for him by the institution. Generally, however, he will find it useful to review in detail the self-survey or survey reports relating to the library and to confer with the chief librarian and key library staff members. He will examine the librarian's annual reports and other significant reports and memoranda, acquaint himself with the physical facilities, and compare notes with library and other colleagues on the evaluation team throughout the course of the visit.

After a full day or two at the institution during the course of an evaluation visit, the members of the team begin to put together and crystallize their thoughts about the institution. Patterns of policy characteristic of the institution begin to emerge; attitudes of the administration toward the faculty, the library, the students, become clearer; faculty influence in the affairs of the institution or lack of it, can be recognized. Emphasis on teaching and research is noted. As observations begin to fall into place and form recognizable patterns the evaluators begin to express their impressions. Criticisms, recommendations, and suggestions begin to emerge, and the individual members of the team are encouraged by the chairman to state their views. As this process goes on the library evaluator may find it necessary to employ some of the lesser used devices as he attempts to reach a decision concerning the effectiveness of the library and its place in the institution.

Before he leaves the campus, the evaluator will usually find it highly desirable to discuss his observations with the librarian of the institution, and perhaps he will mention tentatively the recommendations he is considering. If he is one of two or more library evaluators he will exchange views with them and help to decide how the report will be made.

When he prepares his report, the library evaluator will do well to reread the document on library evaluation and he will probably scan some of the other Middle States Association publications. He will remember that he is addressing himself primarily to the institution in the role of colleague and constructive critic.

ACRL at San Francisco

Mark Schorer, nationally known author, critic, and teacher, will be the speaker at ACRL's membership meeting in San Francisco. Speeches by Lester Asheim, Ralph Ellsworth, Julio L. Bortolazzo, Orlin C. Spicer, Helen C. Bullock, Alan D. Covey, Dorothy Bevis, Mary C. Wright, Howard Winger, and Robert O. Dougan will highlight the several section meetings. ACRL's Committee on Standards will hold an open discussion of its draft of new college library standards, and a dozen other ACRL groups will hold regular committee meetings.

Mr. Schorer will address the Tuesday evening session on "The Harassed Humanities." Professor of English at the University of California since 1946, he is also the author of *A House Too Old*, *The Hermit Place*, *William Blake*, *The State of Mind*, *The Story*, *The Wars of Love*, and *Society and Self in the Novel*. Mr. Schorer is a frequent contributor to leading literary and general periodicals. In 1956 he was a lecturer in American Studies at Tokyo University.

In a program of the University Libraries Section entitled "The Academic Library and the Development of Lifetime Reading Interest" Mr. Asheim, of the Graduate Library School of the University of Chicago, will speak on the "Nature of the Problem" and Mr. Ellsworth, of the University of Colorado, will discuss the "Role of the Library." Chairman-elect Carl W. Hintz, of the University of Oregon, will preside. Chairman Robert H. Muller, of the University of Michigan, will conduct a following business meeting.

Dr. Bortolazzo, President of the College of San Mateo, will address the Junior College Libraries Section on "The Instructional Materials Concept of a Modern Junior College Library." Considered an outstanding junior college administrator, President Bortolazzo is presently directing the construction of an extensive campus which will emphasize the library as its central feature. Orlin C. Spicer, of Morton High School and Junior College, Cicero, Ill., chairman-elect of the section, will speak on "Keeping the Junior College Librarian Informed on New Books for the Library." Mrs. Lula K. Pratt, of Connors State Agricultural College, War-

ner, Okla., is chairman of the section and will preside. The section will hold a business session at a separate luncheon meeting.

A panel discussion, "Growing Pains: Diagnosis and Prescription for Libraries of Rapidly Expanding Teacher-Education Institutions," will comprise the program of the Teacher Education Libraries Section. Chairman Walfred Erickson, of Eastern Michigan College Library, will preside. Panelists will include Miss Bullock, of San Jose State College, and Dr. Covey, of Sacramento State College.

The Subject Specialists Section will hear a talk by Dr. Wright on "The Role of the Subject Specialist in Library Service." Dr. Wright is associate professor and curator of the Chinese Collection at the Hoover Institution on War, Revolution, and Peace, Stanford University. Speaking to the same group will be Dr. Winger, of the Graduate Library School of the University of Chicago. His topic will be "Summary of Conference on Iron Curtains and Scholarship: The Exchange of Knowledge in a Divided World." Edward A. Chapman, of Rensselaer Polytechnic Institute, and Werner B. Ellinger, of the Library of Congress, are co-chairmen of the section.

ACRL's new Rare Books Section will hold two meetings. Its first will be devoted in part to the section's initial business meeting. Officers will be elected at that time. Nominees are J. Terry Bender, chief of Special Collections Division, Stanford University Libraries, for chairman; James T. Babb, librarian, Yale University Library, for vice-chairman and chairman-elect; John Cook Wyllie, librarian, University of Virginia, for secretary; and Herbert T. F. Cahoon, chief, Reference Department, Pierpont Morgan Library, for director.

The Rare Books Section's Tuesday program will be a talk by Robert O. Dougan, new librarian of the Henry E. Huntington Library. On Wednesday afternoon the section will present a symposium on "Rare Book Collections in the Bay Area." Speakers will include Kenneth Carpenter and George Hammond, of the University of California; Richard Dillon, of the Sutro Branch of the

California State Library; Donald C. Biggs, of the California Historical Society; David Magee, of the Book Club of California; Philip T. McLean, of the Hoover Institution; and Mr. Bender. A cocktail party for the new section will be held in conjunction with this meeting.

Richard E. Chapin, of Michigan State University, will participate in a Wednesday morning panel jointly sponsored by ALA's Audio-Visual Committee, ACRL, the Adult Services Division, the American Association of School Librarians, and the Young Adult Services Division.

In a conference week crammed with meet-

ings (more than 275 of them) ACRL members are bound to find plenty to interest them. Despite unavoidable conflicts and the delightful distractions of a fascinating city, personal schedules can be easily filled according to individual tastes. ACRL meetings are concentrated, as are all type-of-library meetings, in the first half of the week. The remainder of the conference schedule is full of attractive programs sponsored by type-of-activity divisions. General ALA programs are spaced throughout the schedule.

And the San Francisco Giants will be playing at home.—*R.B.H.*

ACRL Meetings at San Francisco

ACRL MEMBERSHIP MEETING: TUESDAY, JULY 15, 8:30 P.M.

SECTION MEETINGS

College Libraries Section: Tuesday, July 15, 2:00 p.m.

Junior College Libraries Section: Tuesday, July 15, 10:00 a.m.; luncheon, 12:30 p.m.

Rare Books Section: Tuesday, July 15, 4:30 p.m.; Wednesday, July 16, 4:30 p.m.

Subject Specialists Section: Tuesday, July 15, 2:00 p.m.

Teacher Education Libraries Section: Tuesday, July 15, 10:00 a.m.

University Libraries Section: Monday, July 14, 2:00 p.m.

ACRL COMMITTEE MEETINGS

Advisory Committee on Cooperation with Educational and Professional Organizations: Wednesday, July 16, 4:30 p.m.

Committee on Conference Programs: Wednesday, July 16, 8:30 a.m.

Committee on Constitution and Bylaws: Monday, July 14, 4:30 p.m.

Committee on Foundation Grants: Tuesday, July 15, 4:30 p.m.

Nominating Committee: Wednesday, July 16, 4:30 p.m.

Publications Committee: Monday, July 14, 4:30 p.m.

Special Committee on Activities Development: Monday, July 14, 4:30 p.m.

Committee on Standards: Tuesday, July 15, 10:00 a.m. (open meeting)

State Representatives: Tuesday, July 15, 8:30 a.m.

SECTION COMMITTEE MEETINGS

Executive Committee, Subject Specialists Section, Wednesday, July 16, 8:30 a.m.

Steering Committee, University Libraries Section, Tuesday, July 15, 10:00 a.m., and Wednesday, July 16, 4:30 p.m.

BOARD OF DIRECTORS MEETINGS

Monday, July 14, 4:30 p.m.; Thursday, July 17, 4:30 p.m.

A Message from the President

Last autumn, with the optimism of inexperience, I wrote that the worst pains of reorganization must be over. The surgery was complete. At that time the anesthesia had not worn off. Now, like most amputees, we still itch and ache where a hand has been lopped, and some of the grafts, which *must* go more than skin-deep, are beginning to tingle. After a year in office, I am less sanguine, both literally and figuratively, about the pleasures of recuperation. I am not, however, fundamentally less optimistic. My reasons for optimism are the same as they have always been; the indomitable vitality of ACRL as a total organization and the great competence and unity of interests of our members.



Eileen Thornton

Through no fault of our own, we are still harassed by problems of organization. As things stand, ALA Council has approved in principle the proposal that all ALA divisions should operate under the ALA Constitution, but with bylaws suited to divisional peculiarities. The ALA Committee on Constitution and Bylaws will present a proposal regarding minimum requirements for such bylaws to divisional representatives at San Francisco, with the expectation that Council will accept or reject this proposal in January, 1959.

Before this ALA action was foreseen, ACRL had, with customary foresight, set its own Committee on Constitution and Bylaws to work revising our old documents. The revised ACRL Constitution and Bylaws received a unanimous vote of approval at Kansas City. Two votes of membership approval are required to put the document into effect; the second vote is scheduled for San Francisco.

ALA is, of course, the higher authority, but until the ALA Committee on Constitution and Bylaws gets action on its proposal,

ACRL sorely needs its own body of law. If and when Council approves the ALA Committee's proposal, we shall have to revise our document. At that time, if it is possible to convert the essentials of our Constitution and Bylaws into bylaws only, and if these bylaws present no conflict with the ALA Constitution or with the minimum requirements for divisional bylaws, our revision will be a simple process. If the conflicts are significant, the problem will be complex.

To complicate matters still more, a group spearheaded by some members of the University Libraries Section wishes to propose some changes in the newly revised and once approved ACRL Constitution and Bylaws. These changes pertain to the composition and hence to the functions of the ACRL Board of Directors. Because of the confused state of constitutions and bylaws, our parliamentary and procedural problems are exasperating. Quite apart from the merits of either side in the debate about the composition of the Board of Directors, it is hard to know how to proceed and, indeed, what it is legal to do with proposed changes. However, such complications ought not, I think, to become a tail wagging a dog. We should discuss this proposal, pro and con, and other proposals if they arise. Constitutions should serve us, not we them.

To reduce confusion, I have proposed that our constitutional plight as well as the specific recommendation concerning the membership of the Board be discussed informally by the Board on Monday, July 14. This should clear the way for clean-cut action at the membership meeting on Tuesday, July 15. I am sure that the individual integrity of the members of the Board assures us that both the constitutional matters and the question of the composition of the Board will be dealt with completely objectively and responsibly.

I regret having to devote so much of this short letter to these matters, just as I have regretted having to devote so much time to them during the year, while other matters of ACRL interest have seemed more satisfying, more promising, and more exciting. It

(Continued on page 342)

ACRL Officers

DIVISION OFFICERS

PRESIDENT: Lewis C. Branscomb, Director of Libraries, Ohio State University, Columbus.

VICE-PRESIDENT AND PRESIDENT-ELECT: Wyman W. Parker, Wesleyan University Library, Middletown, Connecticut.

PAST PRESIDENT: Eileen Thornton, Oberlin College Library, Oberlin, Ohio.

DIRECTORS-AT-LARGE: Elmer M. Grieder, Stanford University Libraries, Stanford, California (1958-60); Patricia Paylore, University of Arizona Library, Tucson (1958-61).

COLLEGE LIBRARIES SECTION

CHAIRMAN: Edward C. Heintz, Kenyon College Library, Gambier, Ohio.

VICE-CHARMAN AND CHAIRMAN-ELECT: Morrison C. Haviland, University of Vermont Library, Burlington.

SECRETARY: Margaret E. Knox, University of Florida Libraries, Gainesville.

DIRECTOR: Laurence E. Tomlinson, Lewis and Clark College Library, Portland, Oregon.

JUNIOR COLLEGE LIBRARIES SECTION

CHAIRMAN: Orlin C. Spicer, Morton High School and Junior College Libraries, Cicero, Illinois.

VICE-CHAIRMAN AND CHAIRMAN-ELECT: Helen Mitchell, Clark College Library, Vancouver, Washington.

SECRETARY: Loretta J. Frazier, Joplin Junior College Library, Joplin, Missouri.

SUBJECT SPECIALISTS SECTION

CHAIRMAN: Carson W. Bennett, Rose Polytechnic Institute Library, Terra Haute, Indiana.

VICE-CHAIRMAN AND CHAIRMAN-ELECT: Ruth M. Heiss, Cleveland Public Library, Cleveland, Ohio.

SECRETARY: Frank N. Jones, Peabody Institute Library, Baltimore, Maryland (1958-60).

TEACHER EDUCATION LIBRARIES SECTION

CHAIRMAN: Gertrude W. Rounds, New York State Teachers College, Oneonta.

SECRETARY AND CHAIRMAN-ELECT: Thelma C. Bird, Teaching Materials Library, Indiana State Teachers College, Terra Haute.

DIRECTOR: Katherine Walker, Northern Illinois University Library, DeKalb (1958-61).

for 1958-59

UNIVERSITY LIBRARIES SECTION

CHAIRMAN: Carl W. Hintz, University of Oregon Library, Eugene.

VICE-CHAIRMAN AND CHAIRMAN-ELECT: Richard E. Chapin, Michigan State University Library, East Lansing.

SECRETARY: Edith Scott, University of Oklahoma Library, Norman.

DIRECTOR: Ralph H. Hopp, University of Minnesota Libraries, Minneapolis.

RARE BOOKS SECTION (Nominations)

CHAIRMAN: J. Terry Bender, Stanford University Libraries, Stanford, California.

VICE-CHAIRMAN AND CHAIRMAN-ELECT: James T. Babb, Yale University Library, New Haven, Connecticut.

SECRETARY: John C. Wyllie, University of Virginia Library, Charlottesville.

DIRECTOR: Herbert T. F. Cahoon, Pierpont Morgan Library, 29 East 36th Street, New York, New York.

ACRL's Rare Book Section will complete its organization at the San Francisco Conference. Pending provisions of its inclusion as a section choice on 1959 membership blanks, any ACRL member who wishes to be included on its mailing list is asked to send his name and address on a postal card to Rare Books, ACRL, 50 East Huron Street, Chicago 11, Illinois.

Reading Recipes

"Show me what a man eats and I'll tell you what he is," wrote Brillat-Savarin with the authority of the man who provided the edibles. So might a librarian, if the cynical public allowed him any sense or faculty of observation, write "Show me what a man reads and I'll tell you what he will become," with equal authority.

But librarians are not credited with any sense or intelligence. We don't claim to be more learned than the citizens we collect books for; we don't claim to be more intelligent than the man in the street who forms his opinions by imitation; we don't even want to tell people what to read, although some lazy citizens would like us to do just that.

But although we may be inferior in energy, judgment, and knowledge to those who are not cloistered but have a close experience of life, we do become sharp observers. Our observation is that both reading and eating make a full man, begging Sir Francis's tolerance. This cookbook we have made for ourselves. We also make reading recipes, but anybody who might be curious to consult those will have to come to the library—any library, anywhere.—Foreword, *The Watson Gourmet*, Lawrence, Kansas, 1957.

ACRL Committee Appointments, 1958-59

ADVISORY COMMITTEE ON COOPERATION WITH EDUCATIONAL AND PROFESSIONAL ORGANIZATIONS

Edmon Low, Librarian, Oklahoma State University, Stillwater, *Chairman*. (1959)
Lorena A. Garloch, University Librarian, University of Pittsburgh, Pa. (1960)
Andrew H. Horn, Librarian, Occidental College, Los Angeles 41, Calif. (1961)
David C. Weber, Assistant to the Director, Harvard University Library, Cambridge, Mass. (1959)
John C. Wyllie, Librarian, University of Virginia, Charlottesville. (1960)
Richard B. Harwell, ACRL Executive Secretary, 50 E. Huron St., Chicago, Ill. (ex officio)

COMMITTEE ON COMMITTEES

(To be appointed by the President-Elect later in the year)

COMMITTEE ON CONFERENCE PROGRAMS

Alton H. Keller, Chief, Exchange and Gift Division, Library of Congress, Washington, D. C., *Chairman*. (1959)
Marietta Daniels, Associate Librarian, Columbus Memorial Library, Pan American Union, Washington, D. C. (1959)
Sarah D. Jones, Librarian, Goucher College, Baltimore, Md. (1959)
Frank L. Schick, Library Services Branch, U.S. Office of Education, Washington, D. C.
Howard Rovelstad, Director of Libraries, University of Maryland, College Park. (1959)
Eugene P. Willging, Director of Libraries, Catholic University of America, Washington, D. C. (1959)

COMMITTEE ON CONSTITUTION AND BYLAWS

Giles F. Shepherd, Jr., Assistant Director of Libraries, Cornell University, Ithaca, N. Y. *Chairman*. (1959)
Dale M. Bentz, Associate Director of Libraries, Iowa State University, Iowa City. (1960)
Ruth K. Porritt, Head Librarian, Radcliffe College, Cambridge, Mass. (1960)
James H. Richards, Head Librarian, Carleton College, Northfield, Minn. (1961)
James E. Skipper, Assistant Director of the Library, Michigan State University, East Lansing. (1959)

COMMITTEE ON DUPLICATES EXCHANGE UNION

Charles H. Penrose, Librarian, Clarkson College of Technology, Potsdam, N. Y. *Chairman*. (1960)
Joyce C. Backus, Librarian, San Jose State College, San Jose, Calif. (1959)
Donald B. Engley, Librarian, Trinity College, Hartford 6, Conn. (1961)
Florence M. Hopkins, Editor, *Library Literature*, The H. W. Wilson Company, 950-972 University Ave., New York 52, N. Y. (1960)
James V. Jones, Director of Libraries, St. Louis University, St. Louis, Mo. (1960)

COMMITTEE ON FOUNDATION GRANTS

- Mrs. J. Henley Crosland, Director of Libraries, Georgia Institute of Technology, Atlanta, *Chairman*. (1959)
Humphrey G. Bousfield, Chief Librarian, Brooklyn College, Brooklyn, N. Y. (1960)
Lewis C. Branscomb, Director of Libraries, Ohio State University, Columbus. (1959) (ex officio)
Theodore A. Distler, Executive Director, Association of American Colleges, 726 Jackson Place, N. W., Washington 6, D. C. (1959)
Arthur T. Hamlin, University Librarian, University of Cincinnati, Ohio. (1960)
Luella R. Pollock, Librarian, Reed College, Portland, Oregon. (1960)
Benjamin B. Richards, Librarian, Knox College, Galesburg, Illinois. (1960)
Robert Vosper, Director of Libraries, University of Kansas, Lawrence. (1961)

NOMINATING COMMITTEE

- Stanley L. West, Director of Libraries, University of Florida, Gainesville. *Chairman*. (1959)
Werner B. Ellinger, Senior Cataloger, Subject Catalog Division, Library of Congress, Washington 25, D. C. (1959)
Edward C. Heintz, Librarian, Kenyon College, Gambier, Ohio. (1959)
Esther M. Hile, Librarian, University of Redlands, Redlands, Calif. (1959)
Ruth E. Scarborough, Librarian, Centenary College for Women, Hackettstown, N. J. (1959)
Leo M. Weins, Controller, The H. W. Wilson Co., 950-972 University Avenue, New York 52, N. Y. (1959)
Eleanor W. Welch, Director of Libraries, Illinois State Normal University, Normal. (1959)
Sidney B. Smith, Director of Libraries, Louisiana State University, Baton Rouge. (1959) (ex officio)

PUBLICATIONS COMMITTEE

- Stephen A. McCarthy, Director of Libraries, Cornell University, Ithaca, N. Y. *Chairman*. (1962)
Robert K. Johnson, Chief, Technical Services Division, Air University Library, Maxwell AF Base, Alabama. (1961)
Louis Kaplan, Director of the Library, University of Wisconsin, Madison. (1959)
Guy R. Lyle, Director of Libraries, Emory University, Emory University, Ga. (1959)
W. Porter Kellam, Director of Libraries, University of Georgia, Athens. (1960)
Jean H. McFarland, Librarian, Vassar College, Poughkeepsie, N. Y. (1961)
John David Marshall, Head, Acquisitions Division, University of Georgia Libraries, Athens. (1962)
William B. Ready, Librarian, Marquette University, Milwaukee, Wisconsin. (1961)
Robert D. Stevens, Assistant Chief, General Reference and Bibliography Division, Library of Congress, Washington 25, D. C. (1962)
Ralph D. Thomson, Associate Librarian, University of Utah, Salt Lake City, (1962)
Rolland E. Stevens, Assistant Director, Technical Processes, Ohio State University Libraries, Columbus. (ex officio)

Maurice F. Tauber, Professor, School of Library Service, Columbia University, New York 27, N. Y. (ex officio)

Mrs. Margaret K. Toth, Editor, The University of Rochester Press, Rochester, N. Y. (ex officio)

SPECIAL COMMITTEE ON ACTIVITIES DEVELOPMENT

William H. Carlson, Director of Libraries, Oregon State System of Higher Education, Corvallis, *Chairman*. (1959)

Nellie M. Homes, Librarian, Cottey College, Nevada, Missouri. (1959)

Archie L. McNeal, Director of Libraries, University of Miami, Coral Gables 46, Fla. (1959)

Wyman W. Parker, Librarian, Wesleyan University, Middletown, Conn. (1959)

Patricia P. Paylore, Assistant Librarian, University of Arizona, Tucson. (1959)

Joseph C. Shipman, Librarian, Linda Hall Library, 5109 Cherry St., Kansas City, Missouri. (1959)

Donald A. Woods, Head Librarian, Wisconsin State College, Milwaukee. (1959)

COMMITTEE ON STANDARDS

Felix E. Hirsch, Librarian, Trenton State College, Trenton, N. J., *Chairman*. (1960)

Mrs. Minnie R. Bowles, Head Librarian, Hampton Institute, Hampton, Va. (1959)

Helen M. Brown, Librarian, Wellesley College, Wellesley, Mass. (1960)

Mrs. Katherine M. Brubeck, Librarian, Jacksonville University, Fla. (1959)

Eugene A. Holtman, Circulation Librarian, Ohio State University Libraries, Columbus. (1959)

Donald O. Rod, Librarian, Iowa State Teachers College, Cedar Falls, Ia. (1961)

Roscoe F. Schaupp, Librarian, Eastern Illinois State College, Charleston. (1959)

Helen M. Welch, Acquisitions Librarian, University of Illinois, Urbana. (1961)

Ruth Walling, Chief Reference Librarian, Emory University, Emory University, Ga. (1959).

AAC-ACRL JOINT COMMITTEE TO CONSIDER THE PROBLEMS OF COLLEGE LIBRARIES

ACRL Members:

Herbert B. Anstaett, Librarian, Franklin and Marshall College, Lancaster, Pa. (1959)

Mrs. Patricia B. Knapp, Assistant Librarian, Education Division, Wayne State University Library, Detroit 2, Mich. (1959)

Flora B. Ludington, Librarian, Mount Holyoke College, South Hadley, Mass. (1960)

Robert L. Talmadge, Associate Director of Libraries, University of Kansas, Lawrence. (1961)

Joe W. Kraus, Librarian, Madison College, Harrisonburg, Va. (1961)

Richard B. Harwell, ACRL Executive Secretary, 50 E. Huron St., Chicago, Ill., (ex officio)

AASL-ACRL-DAVI JOINT COMMITTEE ON MUTUAL INTERESTS IN THE AUDIO-VISUAL FIELD

ACRL Representative: Richard E. Chapin, Associate Librarian, Michigan State University, East Lansing. (1959)

A Statement by the Steering Committee Of the ACRL University Libraries Section

The Steering Committee of the ACRL University Libraries Section has proposed certain amendments to the pending ACRL Constitution which were published in the May, 1958 issue of *CRL*.

The pending ACRL Constitution provides that the ACRL Board of Directors be made up as follows (which will be referred to as *Pattern A*): President (1); Retiring President (1); Directors at Large, 4-year terms (4); Directors elected by each Section for a 4-year period, 6 Sections (6); ALA Councilors nominated by ACRL, elected by ALA for a 4-year term (8): Total Voting Members—21. (The Executive Secretary and the chairman of each Section are non-voting members.)

The Steering Committee's amendments provide that the ACRL Board of Directors be made up as follows (which will be referred to as *Pattern B*): President (1); Vice-President (1); Retiring President (1); Directors at Large, 4-year terms (4); Chairman of each Section (6); Vice-Chairman of each Section (6); Retiring Chairman of each Section (6): Total Voting Members—25. (The Executive Secretary and the ALA Councilors are non-voting members.)

Significant differences between these two patterns are:

The Steering Committee of the ACRL University Libraries Section advocates the adoption of the amendments (Pattern B) in order to provide the Board with a more genuine grass-roots structure, involving direct and continuous representation of the Sections on the Board. Under Pattern A, the Board would be an unrepresentative "superstructure" since (a) the Sectional representatives (so-called "Directors") are remote from the program and activities of the Sections and (b)

| | PATTERN A | PATTERN B |
|---|--|---|
| 1. How is each Section represented on the Board? | By one so-called "Director," who is normally not involved in the program and activities of the Section. | By three officers who are directly involved in the program and activities of the Section. |
| 2. What continuity is provided for Sectional representation on the Board? | The one "Director" is elected for a 4-year term; when his term expires, a new "Director" is elected who will normally not have served on the Board before. | Each officer serves for 3 years, and the terms are overlapping. |
| 3. Involvement of Section Chairmen on the Board. | Section Chairmen may attend Board meeting, but have no vote. | Section Chairmen are voting members of the Board. |
| 4. Role of ALA Councilors, nominated by ACRL but elected by the ALA at large. | ALA Councilors are voting members of the Board. | ALA Councilors may attend Board meetings but have no vote. |

the ALA Councilors are in no way involved in the on-going work of the Sections and have been elected by ALA as a whole rather than by ACRL.

All Sectional ACRL officers have been contacted to determine how they feel about the proposed change in Board composition from Pattern A to Pattern B. The result of these inquiries revealed an overwhelming sentiment in favor of Pattern B: All chairmen and all vice-chairmen but one have gone on record as favoring Pattern B. It is expected that Pattern B will result in a strengthening of the position of the Sections within ACRL because it will provide for direct and continuous representation of the Sections on the ACRL Board of Directors and thus pave the way for effective implementation of Sectional programs by Board action.

It is not the intention of the Steering Committee of the University Libraries Section to become involved in a dispute with the ACRL Committee on Constitution and Bylaws, which has labored with dedication and devotion to draft the pending Constitution. Nevertheless the following must be pointed out with reference to the Committee's published statement in the May 1958 issue of *CRL*:

1. Although the Committee claims to have drafted the Constitution "after extensive consultation with qualified advisers," not a single chairman or vice-chairman of any existing ACRL Section was apparently consulted about the Constitution.
2. The Committee on Constitution and Bylaws twice refers to "ALA Councilors elected by ACRL" in its published comment on the proposed amendments. This is an incorrect phrase and misleading since no ALA Councilors are elected by ACRL; they are nominated by the ACRL Nominating Committee but are elected by ALA at large. This difference seems significant.
3. Referring to the fact that the ALA Committee on Constitution and Bylaws is currently preparing a statement of minimum requirements for division bylaws, the ACRL Committee on Constitution and Bylaws published the following comment: "Uniformity of the composition of Boards might very well be an objective in the minimum requirements." To this point a member of the Steering Committee commented that if the ALA Committee on Constitution and Bylaws thinks it "can place all divisions of ALA into a strait jacket in a set of further restrictions, it is about time for ACRL to come to its senses."

It is hoped that all ACRL members attending the San Francisco Conference will carefully study the pending ACRL Constitution, which was published in the September, 1957 issue of *CRL*, pages 405-409, as well as the proposed amendments, which were published in the May, 1958 issue of *CRL*, so that they will be in a position to cast an informed vote on the amendments expected to be presented at the ACRL membership meeting on Tuesday, July 15, at 8:30 p.m.—*Robert H. Muller, Chairman, Steering Committee, ACRL University Libraries Section.*

News from the Field

ACQUISITIONS, GIFTS, COLLECTIONS

THE UNIVERSITY OF ALABAMA LIBRARY has acquired a 1700-volume collection devoted to maritime history. The emphasis is on the growth and progress of the British navy and merchant services, but developments in other countries are covered. Nearly 100 of the books were printed before 1825, the oldest dating from 1517.

CATHOLIC UNIVERSITY OF AMERICA LIBRARY is the repository of 10,670 feet of micro-filmed press releases issued by the National Catholic Welfare Conference News Service from its establishment in 1920 to 1956. The output of subsequent years will be filmed on a regular basis.

COLUMBIA UNIVERSITY LIBRARIES has received the papers of the late J. Bartlet Brebner, professor of history and authority on British and Canadian affairs. The extensive collection of correspondence, notes, memoranda, and works-in-progress were given by his son, Elliot.

THE LIBRARY OF CONGRESS has completed the microfilming of the papers of James Madison in its possession. A positive copy is available on interlibrary loan.

THE UNIVERSITY OF NORTH CAROLINA LIBRARY has obtained all six numbers of *Pro-metheus*, a rare early nineteenth-century periodical. Its contributors included Goethe, the brothers Friedrich and August Schlegel, Achim von Arnim, and Beethoven.

QUINNIPIAC COLLEGE, Hamden, Conn., has been given a \$6,500 grant by the New Haven Foundation to purchase books for the college's 12,125-volume library. This is the first time the foundation has made an award to a purely educational institution.

SYRACUSE UNIVERSITY LIBRARY has purchased an important collection of 3,000 American first editions representing half as many authors whose books were published between 1644 and 1940. The former owner, G. Reed Salisbury of Broad Run, Va., made a substantial contribution to his Alma Mater

by accepting much less than the market value of the collection.

WASHINGTON UNIVERSITY LIBRARIES, St. Louis, has received a \$150,000 fund for acquisition of research materials in the humanities and social sciences. The fund is in memory of Harry Brookings Wallace, former acting chancellor of the university.

YALE UNIVERSITY LIBRARY has been given the files of the Theatre Guild, covering nearly forty years of major Broadway producing. The materials include letters, scripts, prompt books, reports of play readers, press books, and financial records. A keystone in the history of the American theater, the collection will be housed in a special room.

BUILDINGS

PURDUE UNIVERSITY LIBRARY is largely housed in Memorial Center, a six-story building begun in 1954 and completed this spring. The \$8,650,000 structure encompasses a wide variety of facilities, including an extensive audio-visual center, two theaters, meeting and student activity space, and a billiard room. If any are curious to see how a 450,000-volume library with its related processes fits into this complex, write to the university for "Facts About the Memorial Center," a folder that gives complete floor plans.

THE ST. VINCENT COLLEGE AND ARCHABBEY LIBRARY, Latrobe, Pa., was dedicated on April 17. The \$600,000 building provides space for 220,000 volumes with future expansion permitting a total stack capacity of 400,000. The present collection numbers about 100,000 volumes.

LIBRARY SCHOOLS

COLUMBIA UNIVERSITY SCHOOL OF LIBRARY SERVICE will sponsor a five-day institute on state and regional library development, August 11-15. It will be designed primarily for state, regional, federal, and municipal librarians directly concerned with the operation of revised or expanded public library programs. Membership is limited to twenty-five persons. Further information may be ob-

tained by writing to Dr. Robert D. Leigh, dean, School of Library Service, Columbia University, New York 27.

THE GRADUATE SCHOOL OF LIBRARY SCIENCE at Drexel Institute of Technology has issued a digest of talks given at a library education workshop, April 28-30, 1957. *How Effective Is Education for Librarianship* is a concise summary of issues facing librarians in their training programs. The topics include library education in general and problems relating to various types of libraries.

THE FIRST ISSUE of the Rutgers University Graduate School of Library Service *Newsletter* (vol. 1, no. 1, April 1958) gives a nicely drawn picture of various educational and research programs in progress at the school. Even those who do not feel vitally concerned with library education will be interested in this attractive publication.

PUBLICATIONS

THE FIRST FORTY VOLUMES (1910-1950) of the *Annals* of the Association of American Geographers are available on microfilm from the Photoduplication Service of the Library of Congress. The complete set costs \$58; individual volumes (not quarterly issues) may be obtained for \$2.25 each.

BIBLIOGRAPHY OF PHILOSOPHY is an important acquisitions and reference aid in its field. Published by the International Institute of Philosophy, each quarterly issue contains abstracts of new books and information about reprints, new editions, and translations. English language titles are described in English; all others, either in English or French. Each citation includes full trade information. Subscriptions (\$4.00 a year) should be sent to the journal's U. S. Editorial Center, Trinity College, Hartford 6, Conn.

THE BIBLIOTHEQUE NATIONALE is issuing a series of 2 x 2 color slides of rare and beautiful books, manuscripts, and art objects that typify its rich collections. The first eight parts, each containing twenty slides, are devoted to manuscripts from the pre-Carolingian period through the fifteenth century. Each part is accompanied by descriptive text giving an overview of the period and fully documented descriptions of the slides. The price per part is 3500fr.

AN INDEX to the 1922-56 volumes of the *Journal of Geography* is being compiled. Copies will be available at the journal's editorial office. Volumes 54 (1955) and 55 (1956) of the journal have been microfilmed. Priced at \$1.60 and \$2.00 respectively, they may be secured from University Microfilms, Ann Arbor, Mich.

THE APRIL ISSUE of *Illinois Libraries* is a special issue on manuscripts. Included in it are discussions of local history and manuscript collections in Illinois. College, university, historical, and public libraries are included. The issue is dedicated to Margaret Cross Norton, Illinois' first State Archivist.

IF THERE is evidence of sufficient need, Washington University Libraries, St. Louis, hopes to have photocopied cooperatively the publications of the Roxburghe Club. Any interested librarian should write to David Kaser, chief of acquisitions.

THE SIXTH EDITION of *Subject Headings Used in the Dictionary Catalogs of the Library of Congress*, edited by Marguerite V. Quattlebaum, contains 1,357 pages with three columns to a page. The new format makes possible the inclusion of thousands of new headings and the listing of references on separate lines for easy consultation. The volume is on sale at the Government Printing Office for \$9.75.

SIXTEEN BIBLIOGRAPHIES prepared by the Military Libraries Division of Special Libraries Association cover aeronautics, military art and science, naval operations in World War II, Canadian service history, intelligence, astronomy, and guided missiles. Single copies may be obtained by writing to Technical Assistant to the Director, Air University Library, Maxwell Air Force Base, Ala.

THE PAN AMERICAN UNION has compiled a *Directory of Current Latin American Periodicals*. References are arranged under Universal Decimal Classification headings and all items are numbered consecutively. Geographical and subject indexes offer easy access to the material. The directory is available from UNESCO for \$3.50.

THE UNITED NATIONS LIBRARY in Geneva has issued *Analysis of Material Published*

Regularly in Official Gazettes, number one in its *Miscellaneous Bibliographies* (new series). The latest complete year of each of 199 official gazettes in the library's collection has been indexed. This is a revised and expanded edition of a 1935 list published by the League of Nations Library.

MISCELLANEOUS

THE BINDERY operated by Harvard University since 1920 has been sold to Samuel H. Donnell. A former manager of the bindery, he has purchased machinery and supplies and hired all employees. The name of the new firm is the New England Book Binding Company.

A FACT-FINDING STUDY of library resources on all levels will be made by Ralph M. Dunbar, recently retired head of the Library Services Branch, U. S. Office of Education. The purpose is to gather, analyze and make widely available factual data on library service in the United States so that needs and shortages in all types of libraries may be recognized. The project is made possible by a grant of \$12,125 from the Council on Library Resources. It is expected to be completed in six months.

INFORMATION RETRIEVAL was the subject of a meeting at Stanford University on March 18. This was one of four informal gatherings on the subject growing out of the interest of local librarians and research personnel in problems of storage, organization, and retrieval of information.

THE UNIVERSITY OF KENTUCKY LIBRARY has joined the Midwest Inter-Library Center as its nineteenth member.

THE LAW LIBRARY ASSOCIATION OF GREATER NEW YORK held a workshop on legal research on May 3. The consideration of materials and methods of legal reference work was based on questions submitted by practicing librarians. Miles O. Price of the Columbia University Law Library was the director. The attendance included more than one hundred attorneys and librarians from eleven states.

A NATIONAL CONFERENCE on "The Undergraduate and the Lifetime Reading Habit"

was held early this year under the sponsorship of the University of Michigan and the National Book Committee, Inc. Lester Asheim, dean of the Graduate School of the University of Chicago, reviewed research findings on college reading habits that indicate that half of the total book circulation of a campus library is due to only 20 per cent of the student body. Faculty indifference was cited as a major factor in this neglect. August Heckscher, director of the Twentieth Century Fund, went even further by pointing to a pervasive atmosphere of anti-intellectualism in the home and community. Other participants suggested various means of increasing the extent of college reading.

THE ORGANIZATION OF AMERICAN STATES offers grants for advanced study or research to specialists throughout the Western Hemisphere. Grants will range from three months to two years, covering travel, fees, materials, and living expenses. Approximately 170 fellowships are planned for 1958-59 and a minimum of 500 annually in the future. Library science will be included at the request of the member country. For further details, write Dr. Javier Malagón, technical secretary, OAS Fellowship Program, Pan American Union, Washington 6.

AN IBM 705 ELECTRONIC COMPUTER has been used to prepare a concordance of a major portion of the Dead Sea Scrolls. Each word was put on a separate IBM card and coded to indicate its location in the 2,000-year-old manuscripts, as well as the initial letters of the words that precede and follow it. Transferred to magnetic tape in the IBM 705, these data offer a basis for analyzing gaps in the manuscripts and supplying missing words. The work was directed by Father Roberto Busa of the Jesuit College of the Aloisianum in Gallarate, Italy.

W. SOMERSET MAUGHAM has written the preface to the catalog of Stanford University Library's exhibition of Maugham's works which opened on May 26. The display includes twenty of the "elderly party's" manuscripts. J. Terry Bender, chief of special collections at Stanford, brought together the collection, valued at \$150,000. The exhibition will remain open until August 1.

Personnel

ROBERT ORMES DOUGAN, who succeeds Leslie E. Bliss as librarian of the Henry E. Huntington Library and Art Gallery, has



Robert O. Dougan

been deputy librarian of Trinity College, Dublin, since 1952. While there he was keeper of printed books and was responsible for the general administration, the organization of exhibitions, and the preparation of the printed catalogues. He served also, on a part-time basis, as keeper of

the famed Archbishop Marsh's Library in Dublin. Since 1955 Mr. Dougan has been lecturer on the staff of Forás Eireann, his special subject being the Book of Kells. He has been a member of the Library Council of Ireland since 1952, and in 1954 the University of Dublin conferred the master of arts degree upon him.

Mr. Dougan brings to the Huntington Library a great wealth of experience in librarianship and bookmanship. For many years he was cataloguer and bibliographical research worker for E. P. Goldschmidt, the well-known bookman. During this period he traveled frequently, improving his knowledge of books and manuscripts, and, incidentally, of German, French, and Italian. During World War II, serving for nearly five years, he rose to the post of adjutant and senior administrative officer of R.A.F. Station, Perth. He then became librarian of Sandeman Public Library, Perth. During this period he organized two major exhibitions for the 1951 Festival of Britain—eighteenth-century books in Edinburgh and twentieth-century books in Glasgow. In 1950 he was elected a member of the council of the Scottish Library Association, after a term as president of the Dundee and Central Scotland branch.

Mr. Dougan took his B.A. degree at the University of London in 1923, majoring in Latin and English. In 1926 he took first

class honors in bibliography and Latin in the London School of Librarianship, and in 1929, the University of London diploma in librarianship. His published writings include several of the Festival of Britain catalogues, a guide to Irish manuscripts at Trinity College, the Oscar Wilde, W. B. Yeats, and George Berkeley catalogues, several articles, including "The Rebinding of the Book of Kells," and a memoir on E. P. Goldschmidt. Mr. Dougan is fifty-three years of age. His wife is a writer of children's stories, while Mr. Dougan's hobby has been that of collecting early Scottish photography. His collection of the photography of D. O. Hill was acquired by the Glasgow University Library. Mr. Dougan joined the staff of the Huntington Library on June 1.—*John E. Pomfret.*

JAMES A. SERVIES became librarian of the College of William and Mary on October 1, 1957.

Mr. Servies received his M.A. from the Graduate Library School of the University of Chicago in 1949. He worked in the University Library for several weeks prior to accepting the position of assistant circulation librarian, University of Miami, Coral Gables, Florida. In December, 1953, he went to Virginia as reference



James A. Servies

and circulation librarian at William and Mary. While there he compiled a *Bibliography of John Marshall* (Washington, 1956), and was co-compiler with E. G. Swem, librarian emeritus of the College of William and Mary, and John M. Jennings, Director of the Virginia Historical Society, of *A Selected Bibliography of Virginia, 1607-1699* (Richmond, 1957).

JAY W. STEIN has been appointed assistant librarian at Syracuse University. Dr. Stein has been librarian of Elmhurst College,

Elmhurst, Illinois. He will begin work at Syracuse by teaching in the School of Library Science during the 1958 summer session, taking up his duties as assistant librarian in the fall.

Dr. Stein began his professional career in Washington, D. C., where he was a research analyst with the Army Map Service. He served on the staff of the Hoover Institution at Stanford, the Russian Institute at Columbia University, and the New York Public Library. Between 1954 and 1957, he was librarian and professor of social studies at Southwestern University in Memphis. He has taught courses in library science at Columbia, the University of Southern California, and the University of Wisconsin.

Following his graduation from the University of Minnesota in 1942, Dr. Stein served four years with the Navy. While in the Navy he completed the Russian lan-

guage programs at the University of Colorado and the United Nations Academy of Languages. Dr. Stein earned his master's degree in political science at Stanford in 1949 and his M.S. in L.S. at Columbia in 1950. He was awarded the Ph.D. degree in political science by Columbia in 1952.

JACK DALTON, director of ALA's International Relations Office, has been selected as dean designate for Columbia University's School of Library Service. His appointment will be effective in the fall of 1959.

Mr. Dalton came to his present post after more than a score of years at the Alderman Library of the University of Virginia. He had been librarian there since 1950. In 1954-55 he was chairman of ALA's Board of Education for Librarianship and in 1954 was the recipient of the Lippincott award for distinguished service to the library profession.

• Appointments

DONALD AXMAN, formerly associated with the University of Bridgeport Library, is now serials librarian in the University of Michigan Library.

CARROLL M. BAKER is now cataloger in the Sacramento State College Library.

ROY P. BASLER, a member of the Library of Congress staff since 1952, is now director of the Reference Department.

PHYLLIS MAYER BRACE, formerly librarian of the National Congress of Parents and Teachers, is now librarian of the Southeast Branch of the Chicago Junior Colleges.

WILLIAM BRACE, formerly circulation librarian of the Brigham Young University, is now librarian of the Foreman Branch of the Chicago Teachers College.

ELIZABETH READ BROWN is now librarian of the Mississippi Geological Survey Library, University, Miss.

MARGARET BROWN is accessions librarian of the Arkansas Agricultural, Mechanical, and Normal College, Pine Bluff.

MARY LOUISE CARMAN is serials librarian, Rensselaer Polytechnic Institute.

ETHEL COLBY is now a library assistant in the Widener Library, Harvard University, after having served with the Air Force at overseas posts.

PETER W. DEMERY has been appointed ACRL publications officer.

EUGENE DE BENKO is now acquisition librarian at Michigan State University.

ETHEL GANTZ is order librarian at Idaho State College, Pocatello.

ELISABETH H. HAMSELL has joined the staff of the University of Pennsylvania Medical School Library.

ROBERT M. HOLMES, JR., is now director of personnel at the Library of Congress.

GEORGE H. HUNTER, formerly documents librarian at Oregon State College, is science librarian at Idaho State College, Pocatello.

CAROLYN JOHNSON is circulation librarian in the St. Bonaventure University Library.

JAMES B. MCFERRIN, documents librarian, Emory University Library, has been appointed head librarian at Union College, Barbourville, Kentucky.

GEORGE R. LEWIS, formerly a member of the staff of the Baylor University Library,

is now head of the circulation department at the Alabama Polytechnic Institute Library.

JESS A. MARTIN is assistant medical librarian in charge of public services, University of Kentucky Medical Center Library.

THOMAS MAUSOLFF is now supervisor of stacks in the Baker Library of Dartmouth College.

ANITE MECK is a member of the staff of the University of Pennsylvania Library as cataloger.

BEATRICE MONTGOMERY is head cataloger and assistant professor, Baylor University, Waco, Texas.

GRACE MURRAY is now administrative assistant and interlibrary loan librarian in the Sacramento State College Library.

JOHN LESTER NOLAN, a member of the Library of Congress staff since 1940, is now associate director of the Reference Department.

JOSEPH A. PLACEK is circulation librarian of the University of Detroit.

DORIS RANSOM, chief catalog librarian, Emory University Library, has been appointed head, catalog department, University of Cincinnati.

ALICE REILLY, formerly library consultant

at the Florida State Library, is editorial librarian at the California State Library.

KURT SCHWERIN is now associate professor in international and comparative law at Northwestern University. He will continue as assistant law librarian at Northwestern.

DWIGHT W. SHANNON is librarian of the Science and Engineering Reference Room of the Sacramento State College Library.

ROBERT H. STAEHLIN is head librarian, Yuba College, Marysville, California.

JEANNETTE STEWART is now cataloger in the Oregon Historical Society, Portland.

JOHN STONIS, on the staff of Ohio State University Library, has been appointed librarian, Clinch Valley College of the University of Virginia.

ROGER J. TRIENENS, formerly in the Philadelphia Free Library, is now a cataloger in the History of Medicine Division of the National Library of Medicine.

RICHARD WADDLE, formerly reference librarian at Marietta College, is documents librarian at Idaho State College, Pocatello.

HELEN F. ZIMMERMAN, formerly librarian of the Ryerson Library of the Art Institute of Chicago, is reference librarian in the Chicago Undergraduate Division of the University of Illinois, Navy Pier.

Necrology

DAVID JUDSON HAYKIN, a leading American authority in the field of subject cataloging, died on May 4, 1958. Mr. Haykin had been a member of the Library of Congress staff since 1932. He was the author of *Resources of American Libraries* (1925) and of *Subject Headings* (1951). He contributed widely to professional journals, and taught Library science at the George Washington University and the Catholic University of America in the 1930s. In 1952-53 he was president of ALA's Division of Cataloging and Classification.

COL. HAROLD WELLINGTON JONES, U.S.A., Ret., director of the National Library of Medicine from 1936 to 1945, died in Orlando, Florida, on April 5, 1958.

SADIE McMURRY, assistant head of the UCLA Catalog Department and a member of that department since 1926, died on April 1, 1958.

ETHEL MCINTYRE, a member of the staff of the University of Minnesota Library School since 1930, died on March 13, 1958.

WILLIAM G. REED, head librarian at Yuba College, Maryville, California, died on March 16, 1958.

WILLIAM SCHREIBER, formerly chief of subject heading the classification in the New York Public Library, died on February 19, 1958, at the age of 72. Mr. Schreiber had joined the staff of the Astor Library in 1908.

Retirements

LESLIE EDGAR BLISS, whose retirement as librarian of the Henry E. Huntington Library and Art Gallery is being announced, was born in Poland, Herkimer County, New York, March 26, 1889. He took his A.B. (and Phi Beta Kappa) at Colgate in 1911 and his B.L.S. from the New York State Library School in 1913. Thereafter he served as assistant in legislative reference in the New York State Library for two years before joining the staff being assembled by George Watson Cole to catalog and care for the remarkable library then the private property of Henry E. Huntington but soon to be dedicated to public use.



Leslie E. Bliss

At that time the Huntington Library was housed in its owner's New York house and, while most of the staff was engaged in cataloging and bibliographical work on a lower floor of the building, someone was needed to be responsible for the manuscripts and printed books which were shelved upstairs where Mr. Huntington had his desk. Bliss fell heir to this responsibility and he enjoyed the intimate work with the collection and with Mr. Huntington, also an upstate New Yorker with a marked fondness for his books. It was only a matter of time until Mr. Huntington found himself consulting Bliss about offers and impending purchases. Thus began Bliss's influence on the growth and development of the Huntington Library collections—an influence that has continued to the present and which will earn him the gratitude of future generations of scholars.

Soon after the transfer of the Huntington Library from New York to California in 1920, Bliss was appointed curator and served as such for five years before being named acting librarian. Mr. Huntington preferred to let his board of trustees name the new librarian and they named Bliss in 1926. He

held the post until he reached the Library's retirement age recently.

Apart from supervising the growth and rounding out of the Huntington collections, Bliss was responsible for the selection and disposition of duplicates over the years and this he did with thoughtfulness and fairness. He decided that the cause of scholarship would best be served if the Huntington duplicates were channeled through other libraries and private collectors before being offered to dealers and he went to considerable trouble to carry out this plan with the result that many of the most important Huntington duplicates now rest on the shelves of great research libraries.

In July, 1941, at the request of his trustees, Bliss assumed the additional responsibility of field representative of the library in which capacity he traveled many thousands of miles each year throughout the West locating material of interest to the Library and arranging, where possible, to acquire it by gift or purchase or to obtain photographic copies of items of importance to the Library collections. These travels have added much to the Library's western Americana resources.

Throughout his long term as librarian Mr. Bliss always remained a bookman as well as an efficient administrator. It was his boast that every book and manuscript added to the Huntington shelves passed through his hands. These factors have doubtless contributed much to the Huntington Library's enviable reputation in regard to the organization, the preservation, and the availability of its resources. Leslie Edgar Bliss contributed immeasurably to the task of transforming a collector's treasure house into a research library.—*Robert O. Schad.*

CATHERINE NOLAN, circulation librarian at St. Bonaventure University since 1928, retired on January 30.

ROSE B. PHELPS retires this year after twenty-eight years as a member of the faculty of the University of Illinois Library School. Professor Phelps was honored by her colleagues, friends, and students at a dinner in April.

Review Articles

Spanish Reference Work

Manual de fuentes de información. By Josefa Emilia Sabor. (Contribuciones bibliotecológicas, 2) Buenos Aires: Editorial Kapelusz [1957], 335 p.

Bibliographies of reference books have appeared in English, French, and German, but, until the present, not in Spanish. Señorita Sabor's carefully prepared and well written *Manual* now fills this lacuna, and as the first publication in that language it deserves careful examination by everyone interested in librarianship in Spanish speaking countries. However, one cannot fairly compare it to Miss Winchell's *Guide to Reference Books* or to Mlle Malclès' *Sources du travail bibliographique*, because Señorita Sabor obviously had a different—and more limited—objective in mind for her *Manual*. Its arrangement (by type of reference book) and its approach (history of each type followed by lists) remind one more of Shores' *Basic Reference Sources* and of Malclès' *Cours de bibliographie* than of either of the above works. Like them it is aimed primarily at the student of library science. One should not attempt to carry this analogy too far, however, because there are several important differences between the new work and the French and American publications. In the first place, Señorita Sabor's compilation limits itself to some of the chief types of reference books (encyclopedias, dictionaries, bibliographies, biographical compilations, yearbooks, statistical sources, and "reference works for general information"), while the other two present basic subject bibliography in addition to these types. Both Mlle Malclès and Señorita Sabor offer broader coverage, linguistically and geographically speaking, than Mr. Shores, who has limited himself largely to works in English; the former includes sources for several of the smaller as well as for the major western European countries, while the latter covers English, American, French, German, Italian, Portuguese, Spanish, and Latin American publications. One might logically expect each of the compilations to emphasize the books most likely to be used in its country;

it is not, therefore, surprising to find that Señorita Sabor states that she has devoted more attention to works in Spanish than to those in other languages and also to discover that she has covered Argentine publications rather intensively.

Since the above observations are general, it seems desirable to provide at this point somewhat more specific indications of the *Manual's* arrangement and contents together with such comments as seem called for. An introductory chapter, entitled "General Ideas and Theory of Reference," discusses some sources for the theory, technique, and organization of reference work, although the preface disclaims any intention of treating them extensively. Undoubtedly the problem of selecting material for inclusion here proved difficult, but on the whole it has been well done.

The first type of reference book to be discussed is the encyclopedia. A chapter tracing the history of encyclopedias precedes one presenting an annotated list of modern encyclopedias in the six languages receiving Señorita Sabor's attention. Following chapters repeat this pattern of the history of the given type of reference book, followed by the annotated list of current reference tools. Although the statement (p. 50) that the *Encyclopaedia Britannica* "is being constantly reprinted, rejuvenated, and kept up-to-date" carries perhaps a hint of the continuous revision policy, certainly a fuller explanation seems desirable, especially since the *Britannica* itself is cited as the 14th edition, 1929. This reviewer would also like to see *Collier's* added to the three encyclopedias in English (*Britannica*, *Americana*, *Chambers'*) which are listed.

Next come dictionaries. Those cited include the important compilations for the five major western European languages and for Portuguese, but bilingual dictionaries are restricted to those having Spanish as one of the languages.

Bibliography occupies the largest portion of the book (Chapters VI-XI), although the author has declared retrospective and subject bibliography to be out of scope. Following her usual approach, Señorita Sabor pre-

sents first the historical background, then in the following chapter enumerates bibliographies of bibliographies and universal bibliographies. Three chapters are devoted to national bibliography—the first to Spain and Latin America (except Argentina), the second to Argentina, and the third to the western European countries and the United States. This section concludes with a chapter devoted to bibliographies of serials and of government publications. All of these chapters, taken together, constitute one of the book's best features.

The final two chapters discuss other generally useful reference works—yearbooks and statistical sources in the first; sources for geography, history, literature, and unusual information in the second. In this connection it is interesting to note the inclusion of *The Oxford Dictionary of Quotations*, but not of Bartlett's *Familiar Quotations*, presumably because the latter is completely in English.

By this reviewer's count there are 429 reference books discussed (excluding those mentioned only incidentally), distributed as follows:

Sources for the study of reference, 31; Encyclopedias, 41; Dictionaries, 49; Bibliographies, 151; Biographical compilations, 59; Yearbooks and statistical sources, 40; and, Works for general information, 58. This total represents over 50 per cent more titles than the 270 general reference works in Shores' *Basic Reference Sources*. Going one step further, one might compare some of the above figures with their counterparts in Shores—e.g., 49 vs. 60 dictionaries, 41 vs. 21 encyclopedias, and 59 vs. 18 biographical compilations. However, in view of the different purposes of the two volumes it appears that such comparisons have no particular significance.

In the appendix one finds lists of reference works for ten of the Latin American republics—Bolivia, Brazil, Chile, Costa Rica, Cuba, the Dominican Republic, Ecuador, Panama, Uruguay, Venezuela—and Puerto Rico, each prepared by a librarian from the country in question. This feature adds to the book's usefulness, in spite of the inevitable variation in the number and type of publications included in the lists themselves, and one regrets the lack of similar bibliographies for the remaining countries.

The work is well printed; in spite of citations in five languages the typographical errors are remarkably few in number. Titles, accompanied by full bibliographical information, are conveniently set off on the page, although there is no code numbering *à la* Winchell. The annotations give the special features as well as the strong and weak points of the works, while numerous (and accurate) cross references in the text encourage comparison with other books mentioned. Another interesting feature—sure to prove useful in Argentina, which lacks a national union catalog—locates copies of nearly all titles in one of nineteen libraries in Buenos Aires. The terminal date for inclusion is, with a few exceptions, December 31, 1955. Books are cited in the latest edition; this reviewer noted only two instances (save for encyclopedias) where the author failed to do so: *Ulrich's Periodicals Directory* (6th edition, 1951, rather than 7th edition, 1953—the 8th edition having appeared after the closing date) and the description of the original *Century Cyclopedia of Names* rather than the *New Century Cyclopedia of Names*, published in the spring of 1954. Since the later editions in both cases contain considerably more material than their predecessors, it is to be hoped that future printings will refer to them.

Frequent bibliographical footnotes—especially in the historical section—give additional sources (usually in Spanish), while a general bibliography at the end of the volume should be useful to readers wishing additional orientation in the field of reference service. An index facilitates reference not only to the individual books discussed but also to the historical material.

This book deserves—and will undoubtedly receive—widespread use in Latin American libraries and library schools. In this way it can contribute greatly to the development of reference service among our neighbors to the south. Moreover, American research libraries attempting to strengthen their resources for Latin American studies will find it a valuable compendium of the basic reference books of the countries in which they are interested. In short, Josefa Emilia Sabor has made a significant contribution to the literature of librarianship in Spanish.—William Vernon Jackson, *University of Illinois*.

Service to the Public

Ten Year Report of the New York Public Library, 1946-1956. New York: New York Public Library, 1957. 86p.

The *Ten Year Report of the New York Public Library, 1946-1956*, is a significant study in library administration which should prove to be interesting and profitable reading for anyone associated with a large and complex library system.

It presents briefly and lucidly an account of the problems and contingencies facing the Library in the several areas of administration and management and outlines the steps taken to resolve the problems and foster the development of the institution.

The report is presented in five sections: I—The Report of the President, II—The Reference Department, III—The Circulation Department, IV—The Library as a Whole, and V—Finances and the Future.

The report of the president reviews briefly the service objectives, volume of service rendered, some of the general considerations of administration and management, and an analysis of the Library's financial position and problems.

The section on the reference department is largely devoted to the book collection. Trends affecting the acquisition of books and other materials on a world-wide basis are reviewed. Changes in the Library's acquisition program, and cooperative programs undertaken with other libraries are described. Significant specific acquisitions in important subject fields are enumerated. Under technical processes, the changes initiated to improve efficiency in the procedures and methods used in processing materials which resulted from a survey conducted by a firm of management consultants are set forth. The section on the reader use of the reference department is especially interesting. Part of the material presented resulted from the Library's own statistics and observations, and part of it resulted from a survey made by outside experts. Trends in the volume of use of the various subject divisions over the ten-year period are indicated. Fluctuations in the volume of telephone reference service, mail service, and room use are analyzed. The report

then raises the interesting question of what is "normal use," that is, the point at which library can give the most effective service to the greatest number of people.

The section on the circulation department reviews the development of the branch library system and its services. In the ten-year period it is noted that the number of branch agencies increased from fifty-four to eighty-two, and the book collection rose from one-half book per capita to three-quarters book per capita. Changes in service were characterized by the inclusion of non-book materials in the collections of extension agencies, the creation of specialized library service to young adults, and the establishment of a municipal readers' center. Trends in volume of use of the established children's services, reference services, group activities, etc., are set forth. The organizational and procedural changes reported are numerous. They include the consolidation and centralization of processing activities with resulting assembly-line operations, the formulation of a regional branch plan and the foundation of four regional branch centers, the development of staff "manning tables" and the establishment of three staff positions for service coordinators in the areas of adult service, young adult service and children's service.

Under Section IV, The Library as a Whole, the historical separation of the reference and circulation department in terms of service, administration, and financial support is noted. In the past decade the steps taken to reverse this trend are cited; namely, the establishment of uniform policies, procedures and personnel practices, and the creation of offices and positions which encompass both departments. These positions include the public relations office, business office, personnel office, editor of library publications, and an executive officer for fund raising. The work and accomplishments of these offices in coordinating the activities of the entire library system are described in detail.

Under Finances and the Future, the report points out that the income from both private and public funds has increased in the past decade, but not as rapidly as the increased use, need, and demand for library services and facilities. This led to deficit financing which in turn created problems for

future support. An analysis of trends in income from state aid, and the results of continuous fund raising campaigns are described.

Although the report is a straightforward, businesslike document, devoid of the popular, decorative type of presentation which has been much used in recent years, it is

very readable and includes many analogies in terms of the human elements of library service.

The report is an excellent one, and constitutes a real contribution to the literature on the large public library.—*Gertrude Gscheidle, Chicago Public Library.*

Selected Reference Books of 1957-1958

(Continued from page 304)

Stein (*Guide V236*), the present compilation follows, with certain modifications, the subject arrangement of that work. There are separate subject and author indexes. Prof. André Aymard has contributed an "Aperçu bibliographique sur les publications récentes concernant la Gaule antique, 1945 à 1955." —E.S.

Lancaster, Joan C. *Bibliography of Historical Works Issued in the United Kingdom, 1946-1956. Compiled for the Sixth Anglo-American Conference of Historians.* London, University of London, Institute of Historical Research, 1957. 388p. 25s.

Listing historical works published in the United Kingdom during 1946-1956, this is a cumulation of six annual exhibition catalogs prepared for the Anglo-American Conferences of Historians, to which have been added the titles of such other historical works as could be found in order to make the bibliography as comprehensive as possible. As such, it serves as a continuation of L. B. Frewer's *Bibliography of Historical Writings Published in Great Britain and the Empire, 1940-45* (*Guide V12*) although it does not include works published in the Commonwealth as the Frewer did.

Classified, with an author index, the bibliography contains 7,382 numbered titles and lists books on all countries and periods, with

the British section quite naturally being the largest and comprising about half of the volume.

Mauritius. Archives Dept. *Bibliography of Mauritius (1502-1954) Covering the Printed Record, Manuscripts, Archivalia and Cartographic Material* [compiled by] A. Toussaint and H. Adolphe. Port Louis, Mauritius, Esclapon Ltd., 1956. 884p.

This, the first comprehensive bibliography of Mauritius, attempts to list as fully as possible "all printed, manuscript and cartographic material relative to the Island of Mauritius and its dependencies from 1502 to the end of 1954, whether available in Mauritius itself or in other countries." It lists some 8,865 items divided into six groups: A, Books and pamphlets issued in Mauritius from the introduction of printing in 1768 through 1954; B, Periodicals, newspapers, and serials, 1773-1954; C, Government and semi-official publications issued in Mauritius and Great Britain, 1810-1954; D, Publications relative to Mauritius issued abroad in English, French, Dutch and other languages, 1600-1954; E, Manuscripts and archivalia, 1598-1954; F, Cartographic material, 1502-1954.

There is an index of individual and corporate names and titles of periodicals in one alphabet.

Under the heading, "Le Jazz Hot," the **Duke** University Library Newsletter for April, 1958, reports that "Volume 154 of the *Catalogue Général des Livres Imprimés de la Bibliothèque Nationale* bears proudly on its spine: 'Rock-Roll.'"

Message from the President

(Continued from page 323)

is impossible here to catalog all the accomplishments of officers, committees, sections, publications, representatives, and general membership. Solid progress has been achieved on many projects which contribute to library betterment, and though these are not dramatic, they are, in large measure, the fabric out of which ACRL's long-haul success is made. Some new developments may constitute news. Two committees have been graduated to section status. The Rare Books Section is the outgrowth of the Committee on Rare Books, Manuscripts, and Special Collections, aided by a committee with perhaps the longest and dullest title in our history coupled with the shortest and brightest life—the Special Committee to Study the Possibilities of Section Status within ACRL for Those Interested in Rare Books. The Subject Specialist Section is the fusion of our old Pure and Applied Science Section with the large group of special librarians whose request for divisional status within ALA was denied and whose divisional membership was transferred to ACRL. Both sections enrich ACRL, particularly in reference to our research interests.

A few committees call for special mention. The Standards Committee will present a report and panel discussion on its progress in evolving college library standards at San Francisco. The Special Committee on Activities Development, with a preliminary report already published in *CRL's* May issue, will take another step forward during the San Francisco meetings. The Foundation Grants Committee again disbursed funds to college libraries and searched for new money. The Committee on Financing *College and Research Libraries* was dismissed with thanks, as its reason for being is no longer a direct responsibility of ACRL. The members of this committee were instead asked to serve on a new committee to investigate the feasibility of an awards program in ACRL. A joint committee with the Association of American Colleges is off to a successful start.

I am sure the membership of ACRL joins in my pleasure and satisfaction at the recent appointment of Richard Harwell as associate executive secretary of ALA. It is a gratifying recognition of the vital position of ACRL within our larger organization that its executive secretary should be chosen for the added responsibilities of this key position, and it is a sincere compliment to Mr. Harwell's effectiveness in his work for ACRL. I am convinced that his conduct of wider ALA affairs will further strengthen ACRL's position as a most important division of ALA.

Our publications program continues to be one of the outstanding fields of operation of ACRL. We are proud of *CRL* which, under the editorship of Maury Tauber, maintains a strong position among library periodicals and numbers among its contributors the leading scholarly and academic librarians. Transfer of the production aspects of our monographs series to ALA's Publishing Department increases the efficiency of our work in that area without affecting the editorial policy or quality of it. Under its new editor, Mrs. Margaret Toth, our microcard series gains further prestige.

We are sorry to lose Floyd Cammack as our publications officer. He is leaving for Cornell in September to work for a doctorate in general linguistics. We are grateful for his fine work with us. In his stead we shall welcome Peter Demery, who comes to us from the Marquette University Library.

The beauties and hospitality of San Francisco will be hard to resist, but a glance at the programs planned for the annual conference convinces me that we have an exciting conference coming up. Many of the talks center on books, a delightful re-emphasis on first principles, and the whole program is diversified enough to satisfy all interests. The patient is once again taking solid food.—*Eileen Thornton, ACRL President.*

Books Received

Der Systematische Katalog der Universitätsbibliothek München, Band II, Systematik XI-XXV. Von Ladislaus Buzas. München, Germany: Universitätsbibliothek, 1957. 449p. 10DM.

Der Verzierte Europäische Einband vor der Renaissance. By Ernst Kyriss. Stuttgart, Germany: Max Hettler Verlag, 1957. 40p.

The Direction of Research Establishments. New York: Philosophical Library, 1957. \$12.

List of Swedish Technical Periodicals. Comp. by Royal Institute of Technology. Stockholm: The Swedish Institute, 1957. 15p.

Political Essay on the Kingdom of New Spain. By Alexander von Humboldt. (Scripta Humanistica Kentuckiensia, I) Lexington, Kentucky: University of Kentucky Library, 1957. 72p.

Prima Sesiune Stiintifica de Bibliologie si Documentare. Bucharest: Editura Academiei Republicii Populare Romine, 1957. 364p.

Sources of Information and Unusual Services, 5th ed., 1958-59. Ed. by Raphael Alexander. New York: Informational Directory Co., 1958. 84p. \$2.50.

Studies in Bibliography, Vol. XI, 1958. Ed. by Fredson Bowers. Charlottesville, Va.: Bibliographical Society of the University of Virginia, 1958. 297p. \$6.00.

State Plans Under the Library Services Act. Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1958. 84p. \$.30.

Studies in Enterprise. A Selected Bibliography of American and Canadian Company Histories and Biographies of Businessmen. By Lorna M. Daniells. Boston: Baker Library, Harvard University Graduate School of Business Administration, 1957. 169p.

Syntactics and Semantics of the Subject Heading, Vols. I, II, and III. (Mousaion Nos. 21, 22, and 23.) By P. C. Coetzee, Ph.D. S. Africa: University of Pretoria, 1957. 113p. in all.

Summary of Proceedings, Eleventh Annual Conference, American Theological Library Association, Fort Worth, Texas. Maywood, Ill.: Chicago Lutheran Theological Seminary, 1957. 114p. \$2.00.

Tidings Out of Brazil. Trans. by Mark Graubard. Minneapolis: University of Minnesota Press, 1957. 48p. \$5.00.

The University of Toledo Library, A Guide to Its Use. Toledo, Ohio: The University of Toledo Library, 1957. 46p.

The Ubiquitous Book in Our Time. By Merle Armitage. Los Angeles, California: William Andrews Clark Memorial Library, 1957. 15p.

UCLA Library Staff Handbook. Los Angeles, Calif.: UCLA Library Staff Association, 1958. 37p.

Who's Who Among Pacific Northwest Authors. Ed. by Hazel E. Mills. Pacific Northwest Library Association, 1957.

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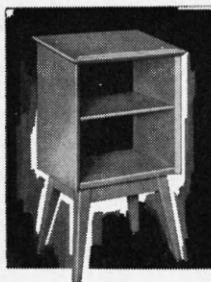
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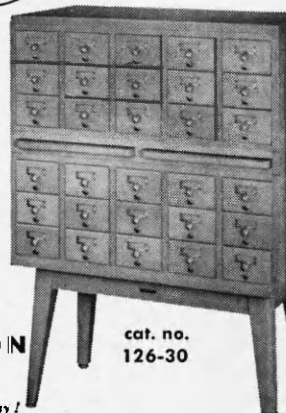
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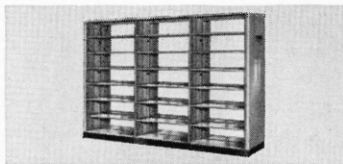
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